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2003

AGENDAS/MINUTES OF THE
HAMILTON/WENTWORTH
DISTRICT SCHOOL BOARD

FEB.25/03...

Minutes of the Meeting of the Trustees of The Hamilton-Wentworth District School Board held at the Board Offices, 100 Main Street West, Hamilton, Ontario, on January 20, 2003.

Those present:

Judith Bishop, Chair
Robert Barlow
Wes Hicks
Eleanor Johnstone
Wayne Marston
Ray Mulholland
Lillian Orban
Laura Peddle
Ian Thompson
Reg Woodworth, Vice-Chair

MUNICIPAL DOCUMENT

Regrets:

Bruce Wallace
Derina Man, Student Trustee

In attendance:

Merv Matier, Director of Education and Secretary
Ken Bain, Superintendent of Education
Damian Borrelli, Executive Officer – Human Resources
Nora Campbell, Superintendent of Education
Krys Croxall, Superintendent of Program and Assessment
Don Grant, Superintendent of Business and Treasurer
Wayne Joudrie, Superintendent of Education
John Lavery, Superintendent of Education
Chuck Reid, Superintendent of Education
Janice Tomlinson, Superintendent of Student Services
Jim Wibberley, Superintendent of Education

1. Call to Order

The Chair called the meeting to order to 6:44 p.m. The meeting started with the singing of O Canada.

2. Approval of Agenda

**It was moved by R. Woodworth, seconded by W. Marston: That the agenda be approved.
CARRIED UNANIMOUSLY.**

3. Approval of Minutes

**It was moved by W. Hicks, seconded by L. Orban: That the minutes of December 16, 2002 be approved as presented.
CARRIED UNANIMOUSLY.**

4. Chairs' Reports

Ward 3

Robert Land recently held a reunion attended by more than 300 former students. The event raised \$1,853 for the school's nutrition program.

On December 13th the school co-hosted its 4th annual Christmas party/luncheon with their community partner, The Rotary Club of Hamilton.

E. Johnstone requested the Chair to write a letter to the school principal, expressing appreciation for these worthwhile events.

Ward 5

At **Glendale Secondary School**, teacher **Ana Ajdinovic** organized a Career Carousel for students to gain insights into different trades and career options.

Ward 7

Thornbrae's cross country team had an outstanding showing at the Mountain's School meet last October. Thornbrae runners finished first in three out of the six events. **Their swim team** won its 6th championship in the last 8 years and their **Jump Rope for Heart Demonstration Team** is preparing for its 7th year of promoting and motivating students to participate in the Jump Rope for Hearts schools.

Burkholder Middle School just received a Certification of Appreciation from ETFO for providing school supplies to teachers in the developing world through their support of Operation World Teacher. **Teacher, Miss Smiley**, was instrumental in involving the school.

Jennifer Hobbins, a grade 8 student at **Lawfield** has written an essay which has won the first place in the Hamilton Wentworth region in a competition organized by the Royal Canadian Legion. She will now go on to the next level. The overall winner of this competition will have their essay read out at the November 11 National Remembrance Day ceremony in Ottawa.

Ward 8

Raymond Wong, a grade 8 student at **Westview School**, was one of 77,000 participants across Canada in the Grade 7 and 8 Gauss Mathematics Contest. Raymond received a perfect score on this contest, the only student from a Hamilton school to receive this excellent standing.

Wards 9 & 10

Billy Green School held a Carol Sing on Kingsview Drive and raised funds for science and technology supplies, collected over 800 pounds of non-perishable food items for Neighbour to Neighbour as part of their annual food drive and donated over 180 new toys to the Stoney Creek Salvation Army Toy Drive.

Saltfleet High School co-hosted the successful Silver Fox tournament and hosted a Co-op job fest last week.

Heather Roberts of Orchard Park Secondary School was off to Washington, D.C. for a presidential classroom week-long programme.

The **Orchard Park boys' hockey team** sold 600 dozens of Krispy cremes in December. This month, the school is hosting a pancake breakfast at a local restaurant.

Wards 11 & 12

The **HOPE group at Ancaster High** collected mittens, hats and scarves for Bennetto School. The students also supported the Salvation Army's Christmas Toy Drive.

Athlete of the Week

- **Tim Weatherly – Ancaster Royals boys' hockey team.**

In response to increased demands of the new curriculum, **Ancaster High senior students Dana Baxter, Mike Lucas and Mike Hrynyk** organized a tutoring program involving 30 volunteer Grade

12 students who have proven skills in specific subjects being matched up with juniors. These three students developed, initiated and trained the 30 tutors, including a booklet for tutors.

The **Ancaster High choir** participated in the annual tree-lighting ceremony at Old Town Hall.

Ward 13

Highland Secondary recently held a Gym Riot fundraiser for the Athletic Department.

Highland continues a long-standing tradition of raising awareness and contributing to many charitable foundations. Since 1986 the student have raised \$86,000.

The following are the "Best-All-Around" Parkside students:

Grade 9 – **Gillian Mackie**, Grade 10 – **Magda Tigchelaar**, Grade 11 – **Eva Treumuth** and Grade 12 **Andrea Woodhead**. Winners were chosen by teachers based on academic achievement and extracurricular activities. The following students in Mary Themeles' class were awarded the **Dundas Garden Club Environmental Award**: **Don Atterton, Matt Brockelbank, Dean Halsey, Michael Gumulak, Matt Cotter, Mark Gray and Chelsea Dalton**.

Maggie Szabo, a Grade 7 student at **Dundas District**, sang O Canada at the recent Perfect Harmony gala sponsored by St. Peter's Hospital.

OAC Parkside students Sara Onufer and Nadine Gent have created a website www.canadiangardener.com, an easy-to-use website that lists nurseries and garden centres across Canada.

Wards 14 & 15

Debbie Ashworth is leaving **Spencer Valley** as music teacher and is immigrating to Arizona with her husband. Her work was recognized in the Dundas Star.

Waterdown District High School girls' hockey team will be representing Canada at a tournament in Coral Springs, Florida this February. The Warriors will be the only Canadian squad out of eight participating teams in the Panther Cup.

Students at BalACLava School held a toy drive and gathered 315 items that were distributed through the Salvation Army.

Grade 5 students from Mary Hopkins School joined Village Manor residents who taught the group how to reuse Christmas cards to make new creations. Visiting the Village Manor is part of the school's inter-generational program.

Ward 1 & 2

Hess Street School held a traditional Christmas turkey dinner for its 350 multi-cultural students on December 17th. A lot of donations and volunteers made this event possible.

Strathcona and Stinson Schools also held Christmas lunches with the help of many volunteers.

In response to encouragement from police liaison officer Jack Vanderpol, **students from Westdale and Sir John A. Macdonald high schools** contributed money from selling Santagrams to aid a family who recently lost their mother.

General

Bonnie McLaughlin (Maintenance Services, Plant Department) recently received a **2002 Health & Safety Activists' Appreciation Award for the Hamilton-Wentworth area** from the Hamilton District Labour Council and the Workers' Health & Safety Centre.

Hamilton firefighters hosted a turkey dinner at Carmen's Banquet Centre for 500 students from **Robert Land and Gibson Schools**. The luncheon was part of the Hamilton Professional Fire Fighters Association's Christmas Assistance Campaign that raised almost \$12,000 this year. In addition, **Sanford Avenue School** had their dinner brought to the school while **Lloyd George students** received gifts in time for Christmas.

Local area schools participated in the **Hamilton Referees Memorial Basketball Tournament at Glendale School** on December 21st. In the opening round **Sir Winston Churchill and Saltfleet** advanced to the semi-finals.

Students from Saltfleet's STOP (Students Talk On Politics and Peace) organized a rally on December 13th to show their opposition to the impending Iraqi conflict. Students from **Orchard Park's political club JETS (Justice & Equality Throughout Society and Schools)** and **Waterdown's SOLID (Student Organization Learning about International Differences)** attended the peaceful demonstration.

The **Hamilton Public Library** held its **annual Power of the Pen Award** competition in poetry and short stories. Congratulations to the following students who received first prizes in their age groups. The winning entries were published in the December 21st and 28th issues of the Spectator.

Poetry:

Brooke Anderson, Dundas District
Alycia Gallagher, Viscount Montgomery
Itxel Castro-Soto, Dalewood
Laura Clarke, Parkside
Jentine Gootjes, Westmount

Short Fiction:

Stephen Lewchuk, Dalewood
Priti Kapoor, Ryerson
Raman Kumar, Dalewood
Nicole Bedford, Waterdown District
Claire Hutchin, Westdale

5. Student Trustee's Report

Nil.

6. OPSBA Report

Nil.

7. Review of School Closure Policy

At J. Bishop's request, R. Woodworth assumed the Chair. J. Bishop presented the report, noting this was not the trustees' usual way of doing business but emphasized the request to identify the key issues that need to be addressed in the policy.

Trustees Hicks, Thompson and Mulholland stated their preference to wait until after the trustees meeting with the Supervisor on January 21 prior to consideration of the report.

L. Peddle stated she will be supportive of a model similar to that applied to Templemead. She recalled there were numerous concerns regarding the issue on the east mountain but the inclusive process adopted worked in solving the accommodation problem. L. Peddle strongly encouraged trustees to take on this opportunity for leadership in bringing forth their concerns and issues in a public debate around this important Board policy.

Given the process taken with Templemead, R. Barlow did not see the point of rushing the revision of the school closure policy.

L. Orban felt it was time for the members to take one step forward and collaborate in restoring a democratic process.

R. Woodworth pointed out J. Bishop's intent was to get feedback from the trustees regarding revisions to the policy review process, i.e., what they want/not want included in the school closure policy. He cautioned the members do not have much choice in terms of timelines because come March whatever is there in the current policy will be applied to school closures.

E. Johnstone expressed her concerns when J. Bishop advised this issue is not part of the meeting with the Supervisor (the meeting will deal with broader issues). E. Johnstone felt this item should be tabled at this time and a committee be established to look into the many issues.

L. Peddle left the meeting at 7:30 p.m.

W. Marston remarked that the trustees could simply affirm the points outlined in the report with which they are in agreement.

J. Bishop recalled trustees committed to working changes to this policy in time for its use in March. Stressing the importance of this undertaking, she stressed she did not want to see committees working on school closure issues counter to the Board's policy. J. Bishop emphasized her intent was not to re-write this policy but to get the members' input on what areas they believed needed revision.

It was moved by J. Bishop, seconded by L. Orban: That the advice to the Supervisor from trustees in relation to the review of the Board's School Closure Policy include the following:

1. trustees regard the degree, amount and nature of consultation in the present policy as adequate and satisfactory.
2. add "study areas"
3. remove the requirement for schools to be studied at 70% or less capacity
4. consider a two-step process similar to Templemead:
 - committee representing the whole study area identified some possible schools for closure
 - committee comprised of members from the identified schools forms a school closure committee
5. change the membership of the school closure review committee (i.e. non-teaching staff)
6. the Chair of the school closure committee should be determined by the committee
7. add the trustees' previously completed work on renovations to the receiving schools
8. add a communication process to the policy to inform schools to be closed
9. add a school-based committee(s) to oversee the closure of a school(s) and reception of students in the new school(s)
10. add the determination of new catchments as a result of school closures(s)

J. Bishop confirmed that the motion, if adopted, would be presented to the Supervisor as part of the action taken at this meeting.

It was moved in amendment by W. Hicks, seconded by R. Barlow: That the resolution be forwarded to the staff to develop the policy.

Members were reminded that staff take direction from the Supervisor.

To the amendment, **CARRIED, 6 IN FAVOUR, 3 ABSTENTIONS.**

To the motion, as amended, **6 IN FAVOUR, 3 ABSTENTIONS.**

J. Bishop resumed the Chair.

Advice to the Supervisor

8. School Trips

It was moved by R. Woodworth, seconded by L. Orban: That we advise the Supervisor of our support for the following trip requests:

- (a) **Sherwood Secondary School, Grades 9-12, Sports trip (Field Hockey) to San Diego, California, U.S.A. on October 9-14, 2003, inclusive.**
- (b) **Waterdown District High School, Grades 9-OAC, Sports trip (Hockey Tournament) to Coral Springs, Florida, U.S.A. on February 13-19, 2003, inclusive.**
- (c) **Westmount Secondary School, Grades 9-OAC, Music trip to Chicago, U.S.A. on April 23-27, 2003, inclusive.**

CARRIED, 7 IN FAVOUR, 1 OPPOSED, 1 ABSTENTION.

At this point in the meeting, trustees agreed to consider item 11 in consideration of the presenters.

9. World Cycling Championships – October 6 to 12, 2003 Calendar and Operational Options

J. Wibberley presented the report.

Stating he sits on the Hamilton Tourism Board, W. Marston affirmed the concerns around students and school closures during this event.

Expressing support for the recommended action,

It was moved by W. Marston, seconded by I. Thompson: That we advise the Supervisor of our support for Option 2 (adjust the school year calendar so that schools are closed during the race week – one PA day and four Board Designated Holidays). This option places a PA day on October 6, 2003 and makes October 7, 8, 9, 10, 2003 Board Designated Holidays.

Although stating he would be supportive, R. Barlow expressed some concerns, particularly with regard to the child care issue.

In reaction to a further question from R. Barlow, J. Wibberley noted the ongoing communication with the organizing committee. In terms of volunteer opportunities, he said it is expected that this event will need about 200 volunteers (e.g. escorting VIPs, supervising crossing on the race routes, etc.) and could provide ample volunteer activities for our students.

With regard to school community feedback, R. Barlow was advised that majority of the schools within the affected area foresaw difficulty during the duration of the event while those outside the cycling route were more concerned with safety issues than the closure of schools.

Bothered with the limited information from the City, R. Barlow thought it should be communicated to them, through the City/Board Liaison Committee, that if they want our board to be a partner they have to include us on the discussion table.

J. Wibberley said the Catholic Board is not quite as far along as our board, however, they are considering a similar option (closing all schools during the race week).

R. Woodworth was advised that the consultation with the federations and other union groups did not result in major difficulties. In spite of this, he voiced his opposition, foreseeing his constituents' concerns with school closures, particularly with child care arrangements when his ward is not in any way impacted by the race.

When R. Mulholland questioned the definition of a work day, J. Wibberley said this would differ among the employee groups. R. Mulholland suggested there were safety concerns for employees as well as the students.

D. Borrelli commented there will be discussions with all the bargaining groups and the impact on work for each group will be closely considered. He added that the Board-designated holidays will be handled as in previous years.

The Director said staff safety was raised with the City when they inquired about the use of the Board's parking lot. The first step is to look at which tasks need to be done (e.g. the Payroll Department has to remain open); administration will closely look at emergencies both in the school and work areas.

Responding to L. Orban's concern with theft/vandalism at schools, J. Wibberley said this has not been discussed at this time; however, he expected the situation will be similar as on weekends with the usual security measures in place.

J. Wibberley stated the school year will have the required 194 instructional days as per the regulation. The recommended action only calls for a reorganization of the school year calendar.

When I. Thompson asked about the Supervisor's views on the issue, the Director deduced he would like to know the position of administration and trustees on this.

J. Wibberley confirmed for R. Barlow that there have been initial discussions internally regarding the use of Board facilities for this event. Further consideration of this area is anticipated, including the cost factor for the Board.

Appreciating the considerable staff efforts on this event to date, W. Marston said he shared the other members' concerns with its ramifications on staff who are required to work during the race week.

R. Mulholland said he could support Option 2 if the school closure process is consistent for all employee groups.

Responding to E. Johnstone's concerns, J. Wibberley affirmed the City's considerable efforts in providing information. However, there are numerous "unknowns" at this time and no one knows exactly how big this event will be.

Without enough consultation with the school community, R. Woodworth perceived the Board will be inundated with complaints/concerns. He wondered why Option 5 could not be adopted, suggesting the school principals can assist in addressing the possible confusion.

To the motion, **CARRIED, 8 IN FAVOUR, 1 OPPOSED.** R. Woodworth asked to be recorded as having voted in opposition.

10. Report of the Joint Advisory Committee

It was moved by L. Orban, seconded by W. Marston: That we advise the Supervisor of our support for the following Report of the Joint Advisory Committee dated November 12, 2002:

1. Review of Policies

- (a) That the Candidacy for, and Election to, Public Office Policy be deleted.
- (b) That the Moral Values Education Policy be deleted.
- (c) That the Home Schooling Policy be deleted.
- (d) That the Food Policy be deleted.
- (e) That the Educational Assistant Policy be deleted.
- (f) That the Suspected Child Abuse Policy be deleted.
- (g) That the School Absentees Policy be deleted.
- (h) That the School Health Support Services Policy be deleted.

Responding to E. Johnstone's questions, the Director offered the following clarifications:

- Candidacy for, and Election to, Public Office – deleted because this is now covered under legislation and collective agreements.
- Moral Values Education – this is now redundant, the Ministry has developed curriculum encompassing this area.

The Director added there was minimal discussion at JAC relative to these two policies.

E. Johnstone felt the minutes should have included the explanation regarding the deletion of these policies.

To the motion, **CARRIED, 7 IN FAVOUR, 1 OPPOSED.**

I. Thompson was not in the room during the vote.

INFORMATION ITEMS

Program

11. Release of 2002 EQAO Results [This item was moved to the top of the agenda in consideration of the presenters.]

K. Croxall provided an overview and then introduced Joanne Languay, Mathematics Consultant, and Kathy Scarth, Secondary School Reform Consultant – EQAO, who reviewed their respective reports.

To participate in the discussion, J. Bishop requested R. Woodworth to assume the Chair.

In reaction to the members' questions, K. Croxall offered the following clarifications:

- The recommendation in the Rozanski's report to increase the funds allocated under the Language Grant to reflect five years of language training for ESL/ESD programs will provide the much needed resources.
- ESL scores have consistently been below average. Part of the problem is a gap in education -- these students come into Canada from countries where they did not receive any schooling (due to war or other disruptions). To date, the ESL population is no longer in traditional areas – many of these students are located on the Hamilton mountain.

- At this time, it is difficult to explain the below average results for French Immersion – tracking is hampered by the student growth and the lack of an instrument for data analysis.
- The literacy testing (at the Grade 9 level) in secondary schools is anticipated to improve the expectations for the higher grades.
- The current curriculum provides transfer option for the students, e.g. applied to academic courses.

J. Bishop congratulated staff for the good results, hoping all schools and those who have exerted much effort in this undertaking will take this as an encouragement.

R. Barlow agreed the tremendous work should be acknowledged. In spite of the concerns, he was hopeful this will be seen as a “good news” report and accorded positive media headlines.

**It was moved by L. Orban, seconded by E. Johnstone: That the report re Release of 2002 EQAO Results be received for information.
CARRIED UNANIMOUSLY.**

J. Bishop resumed the Chair.

12. 2002/2003 Average Class Size Report - Elementary

Responding to a query, D. Grant clarified the report is exclusively for the elementary panel, noting the secondary report will be available in May. He noted this report has been prescribed by the Ministry of Education in accordance to the class size regulation to October (the secondary data cover October and March).

K. Bain provided the following information in response to J. Bishop’s question:

- Eastdale School added a teacher but did not open a classroom until January (lack of physical space for the teacher).
- Janet Lee School – has smaller classes in the junior grade and larger in primary to avoid split grades.
- K. Bain acknowledged he could not explain the statistic for Ryerson School on Page 12-7 (1 pupil in the primary division). He later offered that Ryerson School has a limited expulsion class tied to it statistically but agreed it should not be reflected in the Primary Division.

J. Bishop voiced her concerns that the average class size is marginally higher than last year and that the teaching staff has been reduced by 11.

**It was moved by W. Marston, seconded by R. Barlow: That the 2002/2003 Average Class Size Report – Elementary be received for information.
CARRIED UNANIMOUSLY.**

Human Resources

13. Staff Report – Full Time Equivalent Positions

It was moved by W. Marston, seconded by I. Thompson: That the Staff Report – Full Time Equivalent Positions be received for information.

D. Borrelli explained for J. Bishop that the changes for the School Administration and Consultants lines were due to the appointment of the principal at Templemead School and Consultant for the Teacher Mentoring Program, respectively.

To the motion, **CARRIED UNANIMOUSLY.**

CORRESPONDENCE14, Minister of Education re 2002 Yves Landry Foundation Award for Outstanding Youth Apprenticeship Program

It was moved by W. Marston, seconded by L. Orban: That the correspondence from the Minister of Education re 2002 Yves Landry Foundation Award for Outstanding Youth Apprenticeship Program be received for information.

CARRIED UNANIMOUSLY.

Adjournment

It was moved by W. Marston, seconded by L. Orban: That the meeting be adjourned, this being done at 9:15 p.m.

CARRIED.

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MEETING OF THE TRUSTEESMonday, February 17, 20036:30 p.m.A G E N D A6:30 p.m.

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| 1. Call to Order | J. Bishop |
| 2. Approval of Agenda | |
| 3. Approval of Minutes of January 20, 2003 | |
| 4. Chairs' Reports | J. Bishop/R. Woodworth |
| 5. Student Trustee's Report | D. Man |
| 6. OPSBA Report | R. Woodworth |

Advice to the Supervisor

- | | |
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| 7. Delegation – Hamilton Youth Project [<i>timed item: 7:30 p.m.</i>] | C. Touzel |
| 8. School Closure Policy - Revised | D. Grant |
| 9. Identification of Exceptional Students: Identification Criteria | J. Tomlinson |
| (a) Report of the Special Education Advisory Committee | |
| 10. Key Parameters/Assumption to Guide Budget Development | |
| 2003/2004 Budget | D. Grant |
| 11. Recommendation for Name of Templemead School | J. Laverty |
| 12. Report of the Joint Advisory Committee | M. Matier |
| 13. School Trips | M. Matier |

INFORMATION ITEMS [see pink]:Program

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| 14. Update- 2002/2003 Average Class Size Report - Elementary | K. Bain/D. Grant |
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Human Resources

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| 15. Staff Report – Full Time Equivalent Positions | D. Borrelli |
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Relationships

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| 16. Verbal Update - World Cycling Championships – October 6 to 12, 2003 | J. Wibberley |
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CORRESPONDENCE

- | |
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| 17. ETFO re Provincial Takeover with its Hamilton-Wentworth Teacher Local |
| 18. Toronto District School Board re SEAC Consultation on 2002-2003 Budget |

Future Meeting Dates

- | | | |
|------------------------------|--------------------------------------|-----------|
| Tuesday, February 25, 2003 | Special Board Meeting | 6:30 p.m. |
| Wednesday, February 26, 2003 | Special Education Advisory Committee | 7:00 p.m. |
| Monday, March 17, 2003 | Meeting of the Trustees | 6:30 p.m. |

PROPOSED

Hamilton Youth Vote 2003 Project

History of Kids Voting Programs

1991 saw the launch of the Kids Voting USA® program after it was learned that Costa Rica experienced voter turnouts of about 80%, attributed to their tradition of having children accompanying their parents to the polls, thereby instilling the importance of voting in a democracy at an early age.

A similar pilot project (Our Kids Can Vote™) was initiated in Canada in 2000, by The Learning Partnership, a not-for-profit, volunteer driven, professionally-staffed organization. With the support of the Ontario Teachers' Federation, the program was included in the Civics instruction curriculum for Grades 4-10. Five Ontario municipalities - Toronto, Pickering, Burlington, Newmarket and Richmond Hill participated in this pilot project.

To use the City of Burlington as an example, their 2000 Our Kids Can Vote program attracted over 1,400 students and saw adult attendance at the advance polls increase to an average of 1,000 voters a day, up from the 626 voters a day in the 1997 Municipal Election. The increase was particularly significant given the absence of a mayoral race on the ballot.

While The Learning Partnership will not be continuing this project in 2003 for funding reasons, Hamilton City Council has recognized the benefits of such a program and has directed Staff to explore options in running a similar program in concert with the 2003 Municipal Election.

Purpose of Project

The aims of the project include:

- encouraging Hamilton students to participate in the municipal elections process;
- creating increased awareness of the role of local government and the democratic voting process;
- developing a better-educated electorate;
- establishing life-long voting habits in the next generation of voters;

- providing opportunities to some Hamilton students to gain on-site work experience at the polls; and,
- increasing adult voter turn out at the municipal election.

Project Logistics

Hamilton students would be provided with an opportunity to accompany their parents to one of the Advance Polls to be held in each of the fifteen wards in conjunction with the 2003 Municipal Election. Advance Polls dates, which still require Council approval, have been tentatively scheduled for Tuesday, October 21; Saturday, October 25; and, Saturday, November 1, 2003. It is proposed that the Youth Vote Project would be conducted at the Saturday Advance Polls only.

The City is looking to the Hamilton School Boards to become partners in this project and to provide input on which Grades or age groups of students should be included in this project. As the 2000 Our Kids Can Vote program formed part of the Civics curriculum, participants included students from Grades 4 – 10. If not curriculum-based, factors such as who will most benefit from participating in such a program ie. students who may soon be eligible to vote in municipal elections, should be considered.

The intent of this proposed project is to give students an opportunity to vote on a number of municipal issues/questions, and not to cast ballots for candidates. The issues/questions, to be developed by the School Boards, should have some relevance to the students and be of interest to the community. To keep the process as simple as possible, it is the City's preference that only one ballot be developed and that the issues/questions apply to all students from both School Boards. An option for the ballot may include breaking down the issues/questions into two sections – one for elementary students and one for secondary students, if the Boards feel that this would simplify the process for participants.

The City will provide ballot boxes, ballots and supplies at each of the fifteen Advance poll locations. Separate and distinctive ballots and ballot boxes will be used for student voting so as not to interfere with the municipal election voting process and to facilitate the easy retrieval and counting of the student ballots.

Each student voting area will be staffed by at least two students. One student will distribute the student ballots and direct students on voting procedures, while the other maintains a list of students (name, grade and school) that voted at that voting location. With the new community involvement requirement for high school students, it is hoped that the School Boards could provide sufficient students to carry out these responsibilities. Student volunteers would be required to staff the student voting area for all hours that the polls are open (10:00 a.m. to 8:00 p.m.), a schedule for which would need to be developed.

Once selected, the City would provide a training session for all students participating in this capacity. A few students, to serve as back ups in the event that one of the scheduled students is not able to carry out his/her function at the polls, should also be identified and included in the training session.

All student ballots will be counted by the students staffing that voting location at the close of the last Advance Poll on Saturday, November 1, 2003. Results of the Hamilton Youth Vote 2003 will be released to the media at that time and will also be included with all other Election results announced at the close of all regular polls on Monday, November 10, 2003.

With the assistance of the City's Communications Division, a communication plan will be developed and launched at the beginning of the school year in September, 2003. The co-operation of the School Boards is also essential to encourage students to participate. Information on student youth voting will be included on the City's Election website and in paid election advertising, where appropriate.

Financial Implications

Costs for the Hamilton Youth Vote 2003 project should not exceed \$5,000 and would include such items as printing and reproduction of ballots and required signage, ballot boxes, supplies and advertising.

It is hoped that cost sharing will be an option with each of the five partners (the City of Hamilton, the Hamilton-Wentworth District School Board, the Hamilton-Wentworth Catholic District School Board, Le Conseil scolaire de district du centre-sud-ouest and Le Conseil scolaire de district catholique centre-sud) contributing to this worthwhile project.

City Contact

The City's contact for the Hamilton Youth Vote 2003 project will be Charlene Touzel, Co-ordinator of Elections and Freedom of Information, who can be reached at (905) 546-2753 (b), (905) 546-2095 (fax) or by e-mail at ctouzel@hamilton.ca

#8

The Hamilton-Wentworth District School Board

Memo

TO: Merv Matier, Director of Education and Secretary of the Board
FROM: Don Grant, Superintendent of Business and Treasurer
DATE: February 17, 2003
RE: School Closure Policy - Revised

Revision of the school closure policy:

- Administration prepared a draft re-write of the school closure policy;
- School closure policy was reviewed and discussed by J.A.C. on February 11, 2003;
- Draft two of the revised school closure policy has been prepared based on input received from JAC, senior administration and trustees.

Accordingly the following appendices are attached with respect to the revision of the School Closure Policy:

Appendix A	Draft Two of Revised School Policy
Appendix B	Chart showing Current and Revised School Closure Policy
Appendix C	JAC February 11, 2003 minutes - <i>to be distributed on February 17, 2003.</i>

The purpose of these appendices is to assist Trustees with their consideration of the school closure policy in the formulation of advice to the Supervisor on February 17, 2003.

DG/GM
Attach.

Policy No. 4.01
FACILITIES
SCHOOL CLOSURE

Revised

POLICY STATEMENT:

The objective of The Hamilton-Wentworth District School Board is to provide viable learning programs in quality facilities in a fiscally responsible manner. Accordingly it may be necessary to close a school or schools in order to align school capacity with resident enrolment. The Board will consider a school or schools for closure in accordance with the operating procedures.

RESPONSIBILITY:

Superintendent of Business and Treasurer
Superintendents of Education
Controller of Plant

OPERATING PROCEDURES:

1. **Right to Modify:** The Board reserves the right to modify the usual time frame and/or sequence when special circumstances are identified.
2. **Time Frame:** The usual minimum time period between the identification of an area for review and the final decision of the Board regarding school consolidations will be six months.
3. **Closure Criteria:** Periodically the Superintendent of Business shall ensure that a General Accommodation Report is prepared regarding school facilities. One or more of the following general factors may serve to identify the need to consider the closure of a school or schools:
 - Program Viability - The number of students and staff in the school and/or other schools declines to a point where the quality of program is endangered. Declining enrolment is jeopardizing the ability to meet the program needs of students.
 - Low Occupancy – It is evident that there is surplus capacity in an area as calculated in accordance with Ministry of Education guidelines and enrolment projections confirm little, no or declining growth patterns.
 - Structural Condition – The facility condition (e.g. fire safety requirements, mechanical condition, absence of program facilities, etc.) of a school or schools may indicate that long-term operation is in jeopardy.
4. **Area Accommodation Review Committee:** When the Board determines that a school or schools is to be considered for closure; an Area Accommodation Review Committee will be established. The Board will approve the Terms of Reference and Operating Guidelines for the committee. Generally, the Terms of Reference will indicate that the committee mandate is to prepare an accommodation strategy for the education of the students resident in the area identified. An accommodation strategy would include consideration of two integrated components: school consolidation and catchment redefinition. The Terms of Reference may also specify the minimum number of pupil seats to be removed from Ministry rated capacity.

Meetings of the Area Accommodation Review Committee will be open to the public. The committee will also provide opportunity for input from the local community to be received.

5. **Public Notification:** When the Board approves the establishment of an Area Accommodation Review Committee, administration will:
 - a) inform the Principal and Staff of each school,
 - b) inform the School Council Chair of each school,
 - c) inform the general public through The Spectator and other local newspapers,
 - d) inform the city.
6. **Candidates for Closure:** When the Board approves the establishment of an Area Accommodation Review Committee this means that the school or schools within the area defined are identified as potential candidates for school closure.
7. **Area Committee Composition:** The Area Accommodation Review Committee shall be comprised of the membership listed below.

Voting:

- the School Council Chair or designate from each school
- one (1) parent representative from each school appointed by the School Council
- one (1) non-parent ratepayer selected by the School Council Chairs of the respective schools
- one (1) trustee representative appointed by the Board

Non-voting:

- the Superintendent of Business
- the appropriate Superintendent of Education
- the Manager of Accommodation and Planning
- Controller of Plant or designate
- the principal from each school
- one (1) staff member from each school selected by the staff of the respective school
- one (1) student from each secondary school

8. **Area Committee Report:** The Area Accommodation Review Committee shall have access to all appropriate data and prepare a report including its recommendation. Such report will also include information pertaining to:
 - a) the effects of consolidation on school catchments and transportation.
 - b) the anticipated impact on the course selection and program for students as a result of the recommended consolidation(s).
 - c) the effects of consolidation on community activities of a social, educational, cultural, or recreational nature.

The report of the Area Accommodation Review Committee shall be submitted to Executive Council.

9. **Executive Council Report:** Executive Council will also prepare a report with a recommendation regarding an accommodation strategy for the area under consideration. Such report will also include information pertaining to:
 - a) the financial impact, including any capital implications.
 - b) a recommendation regarding alternative use or disposition of the school(s) recommended for consolidation.

10.

Board Committee: The Committee of the Whole will receive the Area Accommodation Review Committee Report and the Executive Council Report and provide one of the following directions with respect to an accommodation strategy for the area in question:

- a) that the Board approve the accommodation strategy recommended by the Area Accommodation Review Committee,
- b) that the Board approve the accommodation strategy recommended by Executive Council (if different from the Area Committee),
- c) that the Board receive the reports of the Area Accommodation Review Committee and Executive Council for information and maintain the current school locations and catchment definitions, or
- d) that the Board refer the issue to administration.

When a direction involves an accommodation strategy that provides for the closure of a school or schools, the Committee of the Whole will qualify its motion with the words "subject to further consideration once delegations, if any, have been received". Consequently, the order of events leading to the approval of a school or schools for closure would be as follows:

- 'a) Committee of the Whole considers and approves motion subject to the delegation process.
- 'b) Public notification, per article #11.
- 'c) Committee of the Whole receives delegations, if any.
- 'd) Committee of the Whole considers delegation input and approves a motion for Board consideration.
- 'e) Board considers motion from Committee of the Whole and renders final decision.

11.

Public Notification: When the Committee of the Whole approves an accommodation strategy subject to the delegation process, administration will:

- a) inform the Principal and Staff of each school that may be closed,
- b) inform the School Council Chair of each school that may be closed,
- c) inform the general public through The Spectator and other local newspapers, including notice of the Special Board meeting scheduled to receive delegations from concerned citizens.

12. **Delegations:** The Board will not consider the approval of an accommodation strategy that would require the closure of a school or schools until an opportunity has been provided for delegations from concerned citizens to be received by the Committee of the Whole.

13.

Public Notification: When the Board approves the scheduling of a school or schools for closure, administration will:

- 'a) inform the Principal and Staff of each school,
- 'b) inform the School Council Chair of each school,
- 'c) inform the general public through The Spectator and other local newspapers.
- 'd) inform the city.

8-4

Policy No. 4.01
FACILITIES
SCHOOL CLOSURE

Current	Revised
POLICY STATEMENT: <p>It is the policy of The Hamilton-Wentworth District School Board to consider a school for closure on the basis of an Accommodation Review and School Closure Review Committee report in accordance with the administrative regulations.</p>	POLICY STATEMENT: <p>The objective of The Hamilton-Wentworth District School Board is to provide viable learning programs in quality facilities in a fiscally responsible manner. Accordingly it may be necessary to close a school or schools in order to align school capacity with resident enrolment. The Board will consider a school or schools for closure in accordance with the operating procedures.</p>
RESPONSIBILITY: <p>Superintendent of Business and Treasurer Superintendents of Education</p>	RESPONSIBILITY: <p>Superintendent of Business and Treasurer Superintendents of Education Controller of Plant</p>
OPERATING PROCEDURES:	OPERATING PROCEDURES:
<p>1. The Board reserves the right to modify the usual time frame and/or sequence when special circumstances are identified.</p>	<p>1. Right to Modify: The Board reserves the right to modify the usual time frame and/or sequence when special circumstances are identified.</p>
<p>2. The usual minimum time period between the identification of a school for potential closure and final decision of the Board will be six months.</p>	<p>2. Time Frame: The usual minimum time period between the identification of an area for review and the final decision of the Board regarding school consolidations will be six months.</p>
<p>3. Periodically the Superintendent of Business shall ensure that an Accommodation Review is undertaken of all school facilities. The Accommodation Review may take into account the following general considerations:</p>	<p>3. Closure Criteria: Periodically the Superintendent of Business shall ensure that a General Accommodation Report is prepared regarding school facilities. One or more of the following general factors may serve to identify the need to consider the closure of a school or schools:</p>
<ul style="list-style-type: none"> Program Viability - The number of students and staff in the school and/or other schools declines to a point where the quality of program is seriously endangered. Declining enrolment is jeopardizing the school's ability to meet the program needs of its students. 	<ul style="list-style-type: none"> Program Viability - The number of students and staff in the school and/or other schools declines to a point where the quality of program is endangered. Declining enrolment is jeopardizing the ability to meet the program needs of students.
<ul style="list-style-type: none"> Low Occupancy - The enrolment of a school has fallen below 70% of capacity as calculated in accordance with the Ministry of Education and Training's guidelines and enrolment projections confirm little, no or declining growth patterns. 	<ul style="list-style-type: none"> Low Occupancy - It is evident that there is surplus capacity in an area as calculated in accordance with Ministry of Education guidelines and enrolment projections confirm little, no or declining growth patterns.
<ul style="list-style-type: none"> Structural Condition - Economic factors require a study of the school's long-term operation (e.g. fire safety requirements, 	<ul style="list-style-type: none"> Structural Condition - The facility condition (e.g. fire safety requirements, mechanical condition, absence of program facilities, etc.) of a school or

Current	Revised
mechanical condition, absence of program facilities, etc.)	schools may indicate that long-term operation is in jeopardy.
<p>4. The Accommodation Review may indicate that a school or schools should be identified for potential closure based on a review of any or all of the following criteria:</p> <p>Elementary Schools:</p> <ul style="list-style-type: none"> • Enrolment below 70% of the effective Ministry rated capacity • Continuing decline in kindergarten enrolment over several years • A large ratio of split or multi-grade classes • Limited facilities for specialized activities • A considerable number of vacant classrooms • High per-pupil operating costs • Failure of enrolment to justify scheduled maintenance costs • Limited new housing in area. 	<p>[Note – The general criteria indicated above are sufficient to convey the key issues pertinent to the school closure decision.]</p>
<p>Secondary Schools:</p> <ul style="list-style-type: none"> • Enrolment below 70% of the effective Ministry rated capacity • Continuing decline in enrolment over several years • Continuing need to cancel courses due to under-subscription • Increasing need to organize classes containing more than one year level and/or one difficulty level in order to preserve courses • Increasing numbers of classes taught by teachers who do not have the qualifications to teach such classes listed on their Ontario Teacher Qualifications Record Card • Inability to meet conditions of collective agreement with respect to Pupil Teacher Ratio, Pupil Teacher contact and supervision time constraints without injection of additional staff • Insufficient staff to provide a viable co-instructional program base for full and active secondary school life • Limited facilities for specialized activities 	<p>[Note – The general criteria indicated above are sufficient to convey the key issues pertinent to the school closure decision.]</p>
<p>5. In the event that Executive Council concurs that a school or school(s) be identified for potential closure a recommended action shall be presented at an open session of the Business Committee. Such recommendation shall request approval for the identification of specific school(s) for</p>	<p>4. Area Accommodation Review Committee: When the Board determines that a school or schools is to be considered for closure; an Area Accommodation Review Committee will be established. The Board will approve the Terms of Reference and Operating Guidelines for the</p>

Current	Revised
potential closure and that a School Closure Review Committee report be initiated on behalf of each school to consider the ramifications of closure.	<p>committee. Generally, the Terms of Reference will indicate that the committee mandate is to prepare an accommodation strategy for the education of the students resident in the area identified. An accommodation strategy would include consideration of two integrated components: school consolidation and catchment redefinition. The Terms of Reference may also specify the minimum number of pupil seats to be removed from Ministry rated capacity.</p> <p>Meetings of the Area Accommodation Review Committee will be open to the public. The committee will also provide opportunity for input from the local community to be received.</p>
<p>6. If the Board officially identifies a school for potential closure, it shall be the responsibility of the appropriate Superintendent of Education to:</p> <ol style="list-style-type: none"> inform the Principal and Staff, inform by letter the parents of all students who would normally attend that school if it remained open, make arrangements for a public meeting at which the Director of Education will review the basis for the recommendations and explain the School Closure Review procedures, inform the general public through <u>The Spectator</u> and other local newspapers, inform the appropriate municipal council(s) 	<p>5. Public Notification: When the Board approves the establishment of an Area Accommodation Review Committee, administration will:</p> <ol style="list-style-type: none"> inform the Principal and Staff of each school, inform the School Council Chair of each school, inform the general public through <u>The Spectator</u> and other local newspapers. inform the city.
<p>7. If the Board officially identifies a school for potential closure, it shall be the responsibility of the Superintendent of Business to initiate procedures forthwith for the establishment of a School Closure Review Committee.</p>	<p>6. Candidates for Closure: When the Board approves the establishment of an Area Accommodation Review Committee this means that the school or schools within the area defined are identified as potential candidates for school closure.</p>
<p>8. The School Closure Review Committee shall be comprised of the following representatives:</p> <ul style="list-style-type: none"> the Superintendent of Business - (Chair) the appropriate Superintendent of Education the Manager of Accommodation and Planning the principal of each school significantly affected by the proposal one teacher from each school significantly affected by the proposal, representing and selected by the teaching staff of those schools one support staff representative appointed by OSSTF - OCTU one support staff representative appointed by CUPE 	<p>7. Area Committee Composition: The Area Accommodation Review Committee shall be comprised of the membership listed below.</p> <p>Voting:</p> <ul style="list-style-type: none"> the School Council Chair or designate from each school one (1) parent representative from each school appointed by the School Council one (1) non-parent ratepayer selected by the School Council Chairs of the respective schools one (1) trustee representative appointed by the Board <p>Non-voting:</p>

Current	Revised
<ul style="list-style-type: none"> • School Council Chair and one other parent representative from each school significantly affected by the closure • one trustee representative to be appointed by the Board • one non-parent ratepayer to be appointed by the Board • one student representative from each secondary school significantly affected by the closure (to be appointed by the Student Council) 	<ul style="list-style-type: none"> • the Superintendent of Business • the appropriate Superintendent of Education • the Manager of Accommodation and Planning • Controller of Plant or designate • the principal from each school • one (1) staff member from each school selected by the staff of the respective school • one (1) student from each secondary school
<p>9. The School Closure Review Committee shall consider specifically the following factors in preparing its School Closure Review Committee report:</p> <ol style="list-style-type: none"> a) course selection and program implications for each of the schools involved b) school attendance areas c) school attendance and enrolment projections d) the need for and extent of transportation e) the effect on the social environment of the community f) the financial impact, including the effect on operational costs and capital implications g) the capital needs of other schools that may have increased enrolment as a result of closure or modified organization h) the effects on staffing i) opportunities for alternative use of the facilities j) any additional information considered pertinent by the School Closure Review Committee. 	<p>8. Area Committee Report: The Area Accommodation Review Committee shall have access to all appropriate data and prepare a report including its recommendation. Such report will also include information pertaining to:</p> <ol style="list-style-type: none"> a) the effects of consolidation on school catchments and transportation. b) the anticipated impact on the course selection and program for students as a result of the recommended consolidation(s). c) the effects of consolidation on community activities of a social, educational, cultural, or recreational nature. <p>The report of the Area Accommodation Review Committee shall be submitted to Executive Council.</p>
<p>10. The School Closure Review Committee will have the responsibility and the authority to review all appropriate data. The School Closure Review Committee</p> <ol style="list-style-type: none"> a) shall receive briefs and/or delegations of concerned citizens regarding the school(s) identified by the Board as candidates for potential closure, and b) shall present its final report to the Business Committee, indicating whether the school(s) identified for potential closure should be closed in accordance with Board policy and specifying the reasons for such recommendation. 	<p>9. Executive Council Report: Executive Council will also prepare a report with a recommendation regarding an accommodation strategy for the area under consideration. Such report will also include information pertaining to:</p> <ol style="list-style-type: none"> a) the financial impact, including any capital implications. b) a recommendation regarding alternative use or disposition of the school(s) recommended for consolidation.
<p>11. The Business Committee shall consider the School Closure Review Committee report and</p>	<p>10. Board Committee: The Committee of the Whole will</p>

Current	Revised
<p>recommendations of the School Closure Review Committee and recommend that the Board take one of the following actions with respect to each school identified for potential closure:</p> <ul style="list-style-type: none"> a) that the school be scheduled for closure, or b) that the school be studied further for possible closure, or c) that the school be removed from consideration for closure at the present time. 	<p>receive the Area Accommodation Review Committee Report and the Executive Council Report and provide one of the following directions with respect to an accommodation strategy for the area in question:</p> <ul style="list-style-type: none"> a) that the Board approve the accommodation strategy recommended by the Area Accommodation Review Committee, b) that the Board approve the accommodation strategy recommended by Executive Council (if different from the Area Committee), c) that the Board receive the reports of the Area Accommodation Review Committee and Executive Council for information and maintain the current school locations and catchment definitions, or d) that the Board refer the issue to administration. <p>When a direction involves an accommodation strategy that provides for the closure of a school or schools, the Committee of the Whole will qualify its motion with the words "subject to further consideration once delegations, if any, have been received". Consequently, the order of events leading to the approval of a school or schools for closure would be as follows:</p> <ul style="list-style-type: none"> 'a) Committee of the Whole considers and approves motion subject to the delegation process. 'b) Public notification, per article #11. 'c) Committee of the Whole receives delegations, if any. 'd) Committee of the Whole considers delegation input and approves a motion for Board consideration. 'e) Board considers motion from Committee of the Whole and renders final decision.
	<p>Public Notification: When the Committee of the Whole approves an accommodation strategy subject to the delegation process, administration will:</p> <ul style="list-style-type: none"> a) inform the Principal and Staff of each school that may be closed, b) inform the School Council Chair of each school that may be closed. c) inform the general public through <u>The Spectator</u> and other local newspapers, including notice of the Special Board meeting scheduled to receive delegations from concerned citizens.
<p>12. The Chair of the Business Committee shall present, in its entirety, the final report of the School Closure Review Committee to the Board at the next regular meeting. At this time, the Chair, as directed by the Business Committee,</p>	<p>12. Delegations: The Board will not consider the approval of an accommodation strategy that would require the closure of a school or schools until an opportunity has been provided for delegations from concerned citizens to be received by the Committee of the Whole.</p>

Current	Revised
shall give notice of motion of the action approved at committee level. The Board shall establish the date of a Special Board meeting to consider the action recommended by the Business Committee.	
<p>13. If the Business Committee recommends a school(s) for closure, it shall be the responsibility of the appropriate Superintendent of Education to:</p> <ul style="list-style-type: none"> a) inform in writing those parties previously notified, b) advise them of the date of a Special Board meeting, at which time the Board will receive any delegations of concerned citizens who wish to respond to the Notice of Motion from the Business Committee. 	<p>13. Public Notification: When the Board approves the scheduling of a school or schools for closure, administration will:</p> <ul style="list-style-type: none"> 'a) inform the Principal and Staff of each school, 'b) inform the School Council Chair of each school, 'c) inform the general public through <u>The Spectator</u> and other local newspapers. 'd) inform the city.
<p>14. If the Board determines that a school is to be closed, it shall be the responsibility of the Superintendent of Business to take all steps required by the Ministry of Education and Training; and to advise the Board and the appropriate Board Committees of the correct procedures to be followed for the retention or disposal of the property.</p>	

8. School Closure Policy

M. Matier apologized to members for not having had the document sent out with the package.

M. Matier welcomed Superintendent of Business, Don Grant to present the Policy.

D. Grant assured members that although the policy has been revised, there is still a focus community consultation. The incorporation of past experiences through the most recent east mountain school closure has been done. He highlighted the following points:

- the policy has moved from specific to general, moving away from restrictive language and lists
- the revised policy has adopted a more 'area focused' approach rather than a 'specific school' approach
- the role of Executive Council has been clarified in the process of consideration of school closures
- the process begins with administration bringing forward a report to Board for consideration
- once all steps in the policy have been followed, the matter is not final until there are delegations from the community

S. Dowbiggin felt that Clause 2 and Clause 9 contradict one another with respect to wording of the establishment of an Area Accommodation Review Committee.

D. Grant clarified the wording simply clarifies a notice of intent.

J. Bishop advised members that the trustees gave some general parameters for revising of the school closure policy. She added she would be offering a lot of amendments.

After some debate, members agreed to vote on each recommendation of amendments while working through the revised policy.

**It was moved by R. Woodworth, seconded by J. Bishop: That under Responsibility, the Controller of Plant be added.
CARRIED UNANIMOUSLY.**

**It was moved by J. Bishop, seconded by R. Woodworth: That Clauses 10 (Timeframe) and 11 (Right to Modify) be placed ahead of all other Clauses in the School Closure Policy.
CARRIED UNANIMOUSLY.**

J. Bishop felt that the Clause 4 (Area Committee Composition) needed several revisions. She listed them as follows:

- school council Chair or designate
- the non-parent ratepayer should be appointed by the local community rather than the Board
- rather than designated plant staff, the Controller of Plant or designate
- remove the word Chair after Superintendent of Finance as the committee should choose their own chair

N. Hughes asked how the one parent representative from each school would be chosen. D. Grant clarified that the principal generally works in tandem with the school council chair and together they could identify an interested representative.

N. Hughes suggested the wording be changed to "one parent representative elected by each school council".

C. Howard asked why the revised policy no longer incorporates teachers or support staff from the school to be included on the Area Accommodation Committee.

D. Grant responded that although there is a need for members, the committee could become too large and unmanageable.

T. Christie agreed there is no representation for teachers or for the special needs population for our schools.

J. Bishop advised the trustees also discussed this issue. She noted it was a burden on many schools to have staff available. She agreed that staff is very helpful on the committee.

J. Bishop advised that trustees discussed having one staff member elected by the school to be represented on the committee.

S. Sicurella, noting he had sat on three such committees in the past, felt the input from staff of the affected schools is valuable.

S. Dowbiggin asked whether consideration could be given to adding one parent representative elected by school council *or home and school where applicable*.

J. Bishop suggested that the home and school generally sit on school council. She felt the right person would be chosen.

R. Woodworth felt that the secondary student should be moved under voting members.

K. Hayes suggested it would be more equitable to offer both home and school and school council representation on the committee.

N. Hughes clarified that at Westdale there are many different parent groups, so this would be difficult.

L. Orban noted that each school should have the same representation. If some schools didn't have a home and school association, then the voting for that school wouldn't be as fair as for someone who did have representation.

N. Hughes agreed this would create a voting imbalance.

S. Dowbiggin conceded as to home and school representation given the nature of the committee representation, she felt all parents would be agreeing on the same things.

N. Hughes suggested the wording could be "one parent elected by the school council in consultation with the home and school".

It was moved by J. Bishop, seconded by C. Howard: That the following amendments be made to Clause 4 (membership) of the School Closure Policy:

Voting

- *one parent representative elected by the school council in consultation with home and school where applicable*
- *one non-parent ratepayer appointed by the committee*
- *add one staff member elected from each school*
- *add one student from each secondary school*

Non-voting

- **remove the word Chair from beside Superintendent of Business**
- **modify 'designated plant staff' to Controller of Plant or designate**
- **remove one student from each secondary school and place under voting member**

To the motion, **CARRIED UNANIMOUSLY.**

It was moved by S. Dowbiggin, seconded by S. Sicurella: That the wording in Clause 2 (Area Accommodation Review Committee) be changed to read *If* the Board determines... rather than *When* the Board...

CARRIED UNANIMOUSLY.

L. McLoughlin asked why informing parents of students about a school closure were removed from Clause 9. D. Grant clarified that this notification will take place, however, it is best handled through the school office, for example, through a letter or newsletter.

J. Bishop felt there should be notification of school closures in three places. In the past, when a school was closed, the school staff wasn't formally notified that the school had been closed.

It was moved by R. Woodworth, seconded by L. Orban: That the Public Notice portion of Clause 9 be entitled Public Notification and be placed ahead of Clause 3 in the revised policy and that number d) inform the city, be added.

CARRIED UNANIMOUSLY.

J. Bishop clarified that trustees believe the school closure committee should be able to review all appropriate information related to a school closure. As a means of understanding why a particular school is being closed the Area accommodation committee should be able to receive briefs and/or delegations. This was helpful with the process for the east mountain school closure.

J. Bishop felt that the former Clause 10 should be placed back in the report with the name change of the committee and the final paragraph of Clause 5 in the revised policy to be included.

L. Orban expressed this could be a final opportunity for those in the community wanting to be heard.

S. Sicurella expressed putting Clause 10 in the revised policy as it would render the revised Clause 5 redundant.

It was moved by S. Sicurella, seconded by S. Dowbiggin: That the concept of the former Clause 10 a) shall receive briefs and/or delegations of concerned citizens

regarding the school(s) identified by the Board as candidates for potential closure, be reworded in Clauses 2 or 5 of the revised school closure policy.

CARRIED UNANIMOUSLY.

D. Grant advised he understood the members wish that the Area Accommodation Committee received all appropriate data including community information.

Referring to Clause 7, J. Bishop felt the wording was somewhat restrictive.

D. Grant in clarifying suggested that for flexibility perhaps the removal of a, b and c would be helpful. This would then read that the Committee of the Whole would receive reports and recommend a course of action for the Board.

R. Woodworth suggested changing the wording to Committee of the Whole, as this could be changed in the future.

It was moved by J. Bishop, seconded by N. Hughes: That Clause 7 removes the paragraphs a, b and c and that the word Board in the remaining paragraph be changed to Special Committee of the Whole.

CARRIED UNANIMOUSLY.

D. Grant clarified there may be a legal distinction between a delegation to the Board and a delegation to Committee. Coming from the legal perspective of dealing with school closures the community must have an opportunity to have input to the decision-making group.

J. Bishop noted that some school boards have been challenged about their procedures regarding school closure. She hoped this would be clear.

M. Matier clarified, that whatever the final version of the School Closure Policy, it would be perused by legal counsel.

To the motion, **CARRIED**, 1 abstention.

J. Bishop felt the Committee of the Whole should make a decision then a notice would go out advising of delegation status. She clarified that the debate regarding decisions should take place at the Committee of the Whole level, with a final decision being determined at Board.

It was moved by J. Bishop, seconded by L. Orban: That Clause 8 (Delegations read: If the *committee* approves a motion that involves the closure of one or more schools, the *committee* will provide an opportunity for delegations from concerned citizens to be received. A *special committee meeting* will be scheduled for this purpose. Once delegations have been received the *committee* will send its report to the Board who will decide the matter at the next Regular or Special Board meeting.

L. Orban hoped that the work done at the Committee level would be appreciated. She noted delegations should represent new or significant information.

To the motion, **CARRIED UNANIMOUSLY.**

It was moved by J. Bishop, seconded by N. Hughes: That the remaining portion of Clause 9 remains in its current location in the revised school closure policy.

CARRIED UNANIMOUSLY.

Referring to Clause 2, member's felt it should more clearly define the Area Accommodation Review Committee meetings is public.

It was moved by J. Bishop, seconded by T. Christie: That Clause 2 (Area Accommodation Review Committee) note that the meetings will be held publicly.

CARRIED UNANIMOUSLY.

T. Mobley questioned why the policy statement had been revised. D. Grant responded the revised policy statement better clarifies the destination of accommodation for our Board

It was moved by T. Mobley, seconded by N. Hughes: That the policy revert to the former policy Statement.

LOST.

It was moved by N. Hillman, seconded by N. Hughes: That Clause 9 include number b stated 'course selections' rather than program.

CARRIED, 5 in favour, 1 opposed, abstained.

S. Sicurella thanked D. Grant for presenting the policy and for all the hard work ahead.

#9

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

TO: Merv Matier, Director of Education
FROM: Dr. Janice Tomlinson, Superintendent of Student Services
DATE: 2003 02 17
RE: Identification of Exceptional Students: Identification Criteria

Recommendation:

It was moved by _____, seconded by _____ that The Trustees advise the Supervisor of our support for the Identification of Exceptional Students: Identification Criteria.

Background:

The Identification of Exceptional Students: Identification Criteria was presented to the Special Education Advisory Committee on May 29, June 19, and Sept. 25, 2002 and to the Joint Advisory Committee on October 8, 2002.

Members of the Identification Criteria Committee reviewed the concerns raised by JAC and SEAC. Some revisions were made to the document to clarify the criteria. The **Identification of Exceptional Students: Identification Criteria** was accepted by the Special Education Advisory Committee on January 29, 2003, and by the Joint Advisory Committee on February 11, 2003.

Draft

9-1

7-1

The Hamilton-Wentworth District School Board
100 Main Street West
Hamilton, Ontario
L8N 3L1 (905) 527-5092

IDENTIFICATION OF EXCEPTIONAL STUDENTS:

IDENTIFICATION CRITERIA



Revised January 2003

BEHAVIOUR

9-2

7-2

MINISTRY DEFINITION	BOARD CRITERIA
<p>A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:</p> <ul style="list-style-type: none">a) an inability to build or to maintain interpersonal relationships;b) excessive fears or anxieties;c) a tendency to compulsive reaction; ord) the inability to learn that cannot be traced to intellectual, sensory or other health factors, or any combination thereof.	<ol style="list-style-type: none">1. Written report from a member of either the College of Psychologists or the College of Physicians and Surgeons or a Social Worker from the College of Social Work and Social Service Workers which identifies and describes significant and persistent behaviour problems (externalizing or internalizing). <p style="text-align: center;">AND</p> <ol style="list-style-type: none">2. Evidence of all of the following which adversely affect educational performance of self and/or others:<ul style="list-style-type: none">➤ Consistently poor educational performance that is primarily due to severe and persistent behaviour problems rather than to learning factors. <p style="text-align: center;">AND</p> <ul style="list-style-type: none">➤ Behaviour problems are evident in more than one setting at school and may be evident in the home and the community and have persisted for more than six months. <p style="text-align: center;">AND</p> <ul style="list-style-type: none">➤ Current documentation* indicated that strategies and/or supports in academic and behavioural programming are in place to support the student's learning needs.

* DOCUMENTATION must include report cards, I.E.P., assessment summaries or work samples

COMMUNICATION - AUTISM/AUTISM SPECTRUM DISORDER

MINISTRY DEFINITION	BOARD CRITERIA
<p>A severe learning disorder that is characterized by:</p> <p>(a) disturbances in:</p> <ul style="list-style-type: none"> ➤ rate of educational development; ➤ ability to relate to the environment; ➤ mobility; ➤ perception, speech and language. <p>(b) lack of the representational-symbolic behaviour that precedes language.</p>	<p>1. A written report from a professional member of the College of Psychologists or the College of Physicians and Surgeons which gives a diagnosis of:</p> <ul style="list-style-type: none"> ➤ Autism/Autism Spectrum Disorder Or other forms of Pervasive Developmental Disorder (PDD) (Current DSM criteria): <ul style="list-style-type: none"> ▪ Rett Syndrome ▪ Childhood Disintegrative Disorder ▪ Asperger's Disorder ▪ Pervasive Developmental Disorder Not Otherwise Specified. <p style="text-align: center;">AND</p> <p>2. Documentation* of one or more of the following which adversely affect educational performance:</p> <ul style="list-style-type: none"> ➤ social interaction impairment ➤ communication impairments as documented by a Speech and Language assessment ➤ restricted and stereotyped patterns of behaviour, interests and activities, e.g. repetitive motor mannerisms or persistent preoccupation with parts of objects ➤ ritualistic and compulsive behaviour ➤ poor self-regulation skills.

* DOCUMENTATION must include report cards, I.E.P., assessment summaries or work samples.

9-4

COMMUNICATION - DEAF AND HARD OF HEARING

MINISTRY DEFINITION	BOARD CRITERIA
An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound.	<p>Documentation* that educational performance, social and/or other activities are adversely affected by the following:</p> <ul style="list-style-type: none">➤ a significant chronic conductive or permanent hearing loss (bilateral or unilateral) as documented by an audiologist <p>AND</p> <ul style="list-style-type: none">➤ a delay or disorder in one or more communication skills, such as receptive/expressive language or articulation as documented by a Speech and Language assessment.

*DOCUMENTATION must include report cards, I.E.P., assessment summaries or work samples.

9-5

7-5

COMMUNICATION - LANGUAGE IMPAIRMENT

MINISTRY DEFINITION	BOARD CRITERIA
<p>A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:</p> <ul style="list-style-type: none"> (a) involve one or more of the form, content, and function of language in communication; and (b) include one or more of the following: <ul style="list-style-type: none"> ➤ language delay; ➤ dysfluency; ➤ voice and articulation development, which may or may not be organically or functionally based. 	<p>Evidence of the following which adversely affect educational performance as documented by a Speech and Language assessment:</p> <ol style="list-style-type: none"> 1. A moderate to profound impairment in oral expressive language functioning, which may be accompanied by a speech disorder and/or receptive language disorder, which is not due to intellectual deficits and/or cultural difference. <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> 2. A Psychoeducational assessment which indicates that the best estimate of cognitive functioning is within the average range or higher. <p style="text-align: center;">OR</p> <p>Speech and Language assessment which indicates that the best estimate of receptive language functioning is within the average range or higher.</p>

DOCUMENTATION must include report cards, I.E.P., assessment summaries or work samples.

COMMUNICATION - LEARNING DISABILITY

MINISTRY DEFINITION	BOARD CRITERIA
<p>A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:</p> <p>(a) is not primarily the result of:</p> <ul style="list-style-type: none">➤ impairment of vision;➤ impairment of hearing;➤ physical disability;➤ developmental disability;➤ primary emotional disturbance;➤ cultural difference; and <p>(b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:</p> <ul style="list-style-type: none">➤ receptive language (listening, reading);➤ language processing (thinking, conceptualizing, integrating);➤ expressive language (talking, spelling, writing);➤ mathematical computations. <p>(c) may be associated with one or more conditions diagnosed as:</p> <ul style="list-style-type: none">➤ a perceptual handicap;➤ a brain injury minimal brain dysfunction;➤ dyslexia;➤ developmental aphasia.	<p>Evidence of each of the following five criteria which adversely affect educational performance:</p> <p>1. The Best Estimate of assessed intellectual functioning is within the average range or higher as documented by a Psychoeducational assessment.</p> <p>AND</p> <p>2. A significant discrepancy between assessed cognitive ability and academic achievement in one or more of the following areas:</p> <ul style="list-style-type: none">• Reading (decoding and/or comprehension)• Mathematics (computation and/or application)• Written language• Listening comprehension <p>as documented by a standardized academic assessment.</p> <p>AND</p> <p>3. Learning difficulties associated with one or more psychological processes, eg., memory and attention, processing speed, perceptual motor integration, language processing, visual spatial processing, executive functioning skills, linguistic awareness as documented by a Psychoeducational assessment.</p> <p>AND</p> <p>4. Documentation* indicates that Special Education resources and/or strategies are in place to support the student's learning needs.</p> <p>AND</p> <p>5. Documentation* indicates that the student's programming includes modified expectations and/or significant accommodations.</p>

*DOCUMENTATION must include report cards, I.E.P., assessment summaries or work samples.

9-7

7-7

COMMUNICATION - SPEECH IMPAIRMENT

MINISTRY DEFINITION	BOARD CRITERIA
A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.	<p>Evidence of the following which adversely affect communication and educational performance:</p> <ul style="list-style-type: none">➤ a severe to profound impairment in articulation, phonology, motor speech and/or fluency which may significantly reduce social and/or emotional development as documented by a Speech and Language assessment. <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none">➤ phonological or motor speech disorders resulting in severely to profoundly unintelligible speech as documented by a Speech and Language assessment.

DOCUMENTATION must include report cards, I.E.P., assessment summaries or work samples.

INTELLECTUAL - DEVELOPMENTAL DISABILITY

MINISTRY DEFINITION	BOARD CRITERIA
<p>A severe learning disorder characterized by:</p> <ul style="list-style-type: none"> (a) inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; (b) ability to profit from a special education program that is designed to accommodate slow intellectual development; and (c) a limited potential for academic learning, independent social adjustment, and economic self-support. 	<p>Evidence of each of the following four criteria which adversely affects educational performance:</p> <ol style="list-style-type: none"> 1. A Moderate to Profound delay according to current DSM criteria in overall intellectual functioning as documented by a Psychoeducational assessment (augmented by a language assessment where appropriate). <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> 2. A Moderate to Profound delay in adaptive functioning skills according to DSM criteria as documented by a member of the College of Psychologists or by the College of Physicians and Surgeons. 3. A severe delay in academic functioning as documented by a standardized academic assessment*. <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> 4. Documentation** indicates that academic performance is severely below grade level curriculum expectations and requires extensive curriculum modifications and/or alternative specialized programming.

*Note: For students who cannot demonstrate a baseline score on standardized tests, school documentation may be submitted as evidence. A written statement in the Psychoeducational report may indicate that the student is not testable

**DOCUMENTATION must include report cards, I.E.P., assessment summaries or work samples.

9-10
INTELLECTUAL - GIFTEDNESS

7-9

MINISTRY DEFINITION	BOARD CRITERIA
<p>An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.</p>	<p>WISC-III Full Scale at the 99.6th percentile or higher, as documented by a Psychoeducational assessment.</p> <hr/> <p style="text-align: center;">OR</p> <p>1. <i>One</i> of the following:</p> <ul style="list-style-type: none">➤ WISC-III Full Scale at the 98th percentile or higher➤ WISC-III Verbal Scale at the 99th percentile or higher and Performance Scale at the 50th percentile or higher➤ WISC-III Performance Scale at the 99th percentile or higher and the Verbal Scale at the 50th percentile or higher➤ Raven's at the 98th percentile and WISC-III Full Scale at the 95th percentile or higher; as documented by a Psychoeducational assessment. <p style="text-align: center;">AND</p> <p>2. Documentation* of one of the following:</p> <ul style="list-style-type: none">➤ language skills above grade level expectations and math skills at or above grade level expectations as documented by standardized academic assessment;➤ math skills above grade level expectations and language skills at or above grade level expectations as documented by a standardized academic assessment.

Note: EQAO test results are not valid documentation for academic assessment.

*DOCUMENTATION must include report cards, I.E.P., assessment summaries or work samples.

INTELLECTUAL - MILD INTELLECTUAL DISABILITY

7-10

9-11

MINISTRY DEFINITION	BOARD CRITERIA
<p>A learning disorder characterized by:</p> <ul style="list-style-type: none">(a) ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services;(b) inability to profit educationally within a regular class because of slow intellectual development;(c) potential for academic learning, independent social adjustment, and economic self-support.	<p>Evidence of each of the following four criteria which adversely affect educational performance:</p> <ol style="list-style-type: none">1. The best estimate of assessed intellectual functioning is below the 9th percentile as documented by a Psychoeducational assessment. <p style="text-align: center;">AND</p> <ol style="list-style-type: none">2. Adaptive functioning skills (if assessed) are above the Moderate to Profound range of delay according to current DSM criteria as documented by a member of the College of Psychologists or the College of Physicians and Surgeons. <p style="text-align: center;">AND</p> <ol style="list-style-type: none">3. Weak academic functioning as documented by a standardized academic assessment*. <p style="text-align: center;">AND</p> <ol style="list-style-type: none">4. Documentation** indicates that academic performance is considerably below grade level curriculum expectations and requires significant curriculum modifications and/or alternative specialized programming.

*Note: For very young students who cannot demonstrate a baseline score on standardized tests school documentation may be submitted as evidence.

** DOCUMENTATION must include report cards, I.E.P., assessment summaries or work samples.

MULTIPLE - MULTIPLE EXCEPTIONALITIES

7-11

9-12

MINISTRY DEFINITION	BOARD CRITERIA
<p>A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorder, impairments, or disabilities.</p>	<p>Evidence of the following three criteria:</p> <ol style="list-style-type: none"><li data-bbox="805 393 1380 627">1. Students must meet criteria in at least 2 exceptionalities.<ul style="list-style-type: none"><li data-bbox="853 489 1380 627">➤ It is not possible to determine a primary exceptionality which accounts for the student's difficulties in educational achievement.<li data-bbox="1045 659 1117 691"><p>AND</p><li data-bbox="790 712 1380 883">2. The combination of disorders, impairments or disabilities are of such severity and complexity that, for educational achievement, the student requires a multi-faceted approach to learning.<li data-bbox="1037 915 1109 946"><p>AND</p><li data-bbox="782 968 1380 1181">3. Documentation* of academic achievement which is well below age-appropriate curriculum expectations that indicates the need for considerable curriculum modifications and/or alternative specialized programming.

* DOCUMENTATION must include report cards, I.E.P., assessment summaries or work samples.

PHYSICAL - BLIND AND LOW VISION

7-12

9-13

MINISTRY DEFINITION	BOARD CRITERIA
A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.	<p>Documentation* that educational performance is adversely affected by the following:</p> <ul style="list-style-type: none">➤ A condition of partial or total impairment of sight or vision as documented by a written medical diagnosis from an eye specialist. <p>Note: A student with visual acuity between 20/70 and 20/200 in his/her best eye with correction is considered to have "low vision".</p> <p>A student with visual acuity above 20/200 in his/her best eye with correction is considered to be "legally blind".</p>

*DOCUMENTATION must include report cards, I.E.P., assessment summaries or work samples.

PHYSICAL - PHYSICAL DISABILITY

7-13

9-14

MINISTRY DEFINITION	BOARD CRITERIA
<p>A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.</p>	<p>Documentation* that educational performance is adversely affected by the following:</p> <ul style="list-style-type: none">➤ Chronic physical and/or orthopaedic condition which requires special assistance in learning situations as documented by a qualified medical practitioner.

*DOCUMENTATION must include report cards, I.E.P., assessment summaries or work samples.

#9a

**REPORT OF
THE SPECIAL EDUCATION ADVISORY COMMITTEE
January 29, 2003**

Moved by _____, seconded by _____: That we advise the Supervisor of our support for the following Report of the Special Education Advisory Committee dated January 29, 2003.

1. Identification Criteria

It was moved by D. Marshall, seconded by J. Colantino: That the Identification Criteria be accepted by SEAC but that the criteria for specific learning disabilities be reviewed with a view to including gifted students who are underachieving.
CARRIED UNANIMOUSLY.

Hamilton Wentworth District School Board Key Parameters/Assumptions to Guide Budget Development 2003/2004 Budget

Assumptions

- Enrolments (ADE) to be projected as follows:
 - Elementary 35,790.
 - Secondary 17,160.
- Estimate foundation grants will increase by 1.6% for fiscal 2003/2004.
- In order to provide for stability in the system and minimize in-year budget adjustments; set aside a sum of \$1,000,000 for unforeseen events that may arise over the course of the 2003/2004 year.
- Where salary schedules have not been set for next year, provide an appropriate percent increase relative to Ministry guidelines.
- Estimate increase in Health benefit costs at 12.0%.

Allocation Parameters

- Consistent with Budget Development Principle #1: The Ministry's revenue allocation framework will provide a useful reference for the allocation of Board resources on a major expenditure category basis.
- ISA 2+3 revenues to be allocated between elementary and secondary panels on the basis of approved claims.
- Compliance with balanced budget requirement and Ministry four basic enveloping requirements: Classroom, Special Education, Board Administration and Governance and Accommodation.
- Local Priorities funding to be allocated to address budget challenges to extent possible.
- Where staff reductions may be necessary, statutory positions to be given priority. Statutory positions to be calculated as the number required for class size requirements, collective agreement compliance and special education per Ministry enveloping requirement.
- Where staff additions are possible, concentrate on programs of highest priority.

11

The Hamilton-Wentworth District School Board

To: The Trustees
From: John Lavery, Superintendent of Education
Date: February 17, 2003
Re: Recommendation for Name of Templemead School

Background:

- On Jan 29th, 2003 a representative group of forty (40) parents met to consider making a recommendation for a name for the new Templemead school currently under construction. This representative group known as the Templemead Advisory Committee assembled as a result of an advertisement placed in the local newspapers and an invitational flyer distributed by the elementary schools which the students of the new school currently attend. The group was under the direction of Diana Furry, Principal of the new school. The parents were representative of the following schools: Lincoln Alexander, Huntington Park, Sherwood Heights, and Highview.

The Advisory committee considered three (3) possible names for the new school: Templemead Park School; Templemead Elementary school and Templemead School. The criteria which the group considered while deciding on a recommendation included: the name needed to connect the school to the community, the name should be simple and the name should not be in conflict with other existing schools in the District.

The background information which the group considered in their deliberation included the fact that the school property borders on Templemead Park and the community has referred to the school as the Templemead school for the past ten (10) years.

Recommendation:

- The Templemead Advisory Committee unanimously recommends that the new elementary school be named "Templemead School"

REPORT OF THE JOINT ADVISORY COMMITTEE
February 10, 2003

RECOMMENDED ACTION:

It is moved by _____, seconded by _____: That we advise the Supervisor of our support for the Report of the Joint Advisory Committee dated February 10, 2003.

1. Policies Recommended for Deletion

It was moved by S. Sicurella, seconded by S. Dowbiggin: That the following policies be deleted:

- Restraint Policy
 - Disclosure of Student Information to Non-Custodial Parents
 - Employee Assistance Program
 - Home Instruction
- CARRIED.

(a)

POLICIES RECOMMENDED FOR DELETION			
		SUPPORT FROM	
		Exec. Council	JAC
4	Restraint Policy	YES	YES
11	Disclosure of Student Information to Non-Custodial parents	YES	YES
16	Employee Assistance Program	YES	YES
20	Home Instruction	YES	YES

February 17, 2003

12-1

#4
RESTRAINT POLICY

12-2

POLICY

It is the policy of the Hamilton Board of Education to intervene in order to limit a student from performing an action which would cause harm to him/herself and/or to others.

AUTHORITY

Board - 1995 01?

RESPONSIBILITIES

Superintendent of Schools



Restraint Procedures

Appendix to Discipline Policy
The Board of Education for the City of Hamilton

12-3

The basic premise of the Discipline Policy of the Hamilton Board of Education is that every student has the right to a chosen education without disruption and a corresponding responsibility not to deny this right to any other student.

The Discipline Policy affirms that:

- (a) appropriate behaviour is learned and therefore should be taught as a developmental process that ultimately results in self-control and mature responses.
- (b) fair, firm and consistent application of the discipline policy is expected and students should be made aware of the policy and of the consequences of both appropriate and inappropriate behaviour.
- (c) educators have a responsibility to do their best to educate students including those who do not respond well to traditional school programs and that when a particular student continues to exert a disruptive influence after normal disciplinary measures have been taken, the Board's special services personnel will be called to assist the school in planning alternatives.
- (d) the Board has the responsibility to safeguard the health and safety of both its students and staff.

The restraint procedures have been developed in accordance with the Discipline Policy of the Hamilton Board of Education to support staff in their efforts to encourage appropriate behaviour.

Appropriate behaviour is developed through an environment which understands the developmental nature of a student's growth in cognitive, academic and social/emotional areas, and the factors that influence that growth (e.g. parental and teacher guidance, peer interaction, and previous experiences).

A supportive school environment provides for a balance between opportunity to develop autonomy (e.g. age-appropriate levels of control) and the need for an atmosphere of order and safety.

When a student's behaviour jeopardizes this balance, it is the responsibility of a staff member to intervene in the least intrusive fashion, wherever possible, until the student's behaviour shows a willingness to self-manage. The majority of students respond to internal controls or minimal external controls. At times, and only if a student's behaviour poses a direct risk to him/herself or to others (aggressive behaviour in the immediate environment), staff intervention may take the form of physical restraint.

For the purpose of this document, restraint is the use of intervention(s) which may involve physical force which physically limits a student from performing an action which would cause harm to him/herself and/or to others.

Guideline

Any physical force used should be no more than is reasonably required to diffuse the risk situation which has arisen or to prevent the injury to self or others.

Before using restraint as an alternative intervention:

- (1) a collaboratively developed school discipline code will include a range of interventions from least intrusive to most intrusive.
- (2) the discipline code will be reviewed with the students to ensure understanding and knowledge of the policy and the consequences of appropriate and inappropriate behaviour.
- (3) staff will be made aware of the code, and actively involved in its daily implementation.
- (4) parents and the community will be made aware of the expectations and consequences outlined in the code.
- (5) staff will be provided with guidance/direction in the use of preventative, supportive and restrictive strategies.

The Education Act, R.S.O. 1990

- Section 264.(1) It is the duty of a teacher and a temporary teacher,
(e) to maintain, under the direction of the principal, proper order and discipline in the teacher's classroom and while on duty in the school and on the school ground;
- Section 265 It is the duty of a principal of a school, in addition to the principal's duties as a teacher,
(a) to maintain proper order and discipline in the school;
- Regulation 298 11. (1) The principal of a school, subject to the authority of the appropriate supervisory officer, is in charge of,
(a) the instruction and the discipline of pupils in the school;
20. In addition to the duties assigned to the teacher under the Act and by the board, a teacher shall,
(h) co-operative with the principal and other teachers to establish and maintain consistent disciplinary practices in the school
- 23.(1) A pupil shall,
(b) exercise self-discipline;
(c) accept such discipline as would be exercised by a kind, firm and judicious parent;
(e) be courteous to fellow pupils and obedient and courteous to teachers;
(h) show respect for school property.

4-3

12-5

Crisis Restraint

(a) Definition

An unexpected occurrence where the student presents a situation involving:

- (i) a physical assault upon another person
- (ii) an attempt to injure oneself

(b) Procedures

Following the incident the following steps must be taken:

- (1) staff member involved informs the principal (or designate)
- (2) principal (or designate) informs parents/guardians
- (3) staff member involved completes incident report to principal within one school day
- (4) principal informs superintendent through incident report
- (5) parents/guardians are involved through follow-up discussion/evaluation
- (6) staff prepares an annual report on number of restraint incident reports submitted per school year.

Planned Restraint

Other planned behavioural interventions may be included in the student's Individual Pupil Plan, after discussion between the school, staff and parent(s).

4-4

12-6



THE BOARD OF EDUCATION for the CITY of HAMILTON

RESTRAINT PROCEDURE -- INCIDENT REPORT

This report is to be completed whenever a student is restrained. It is to be submitted to the Principal of the school within one school day of the incident. This report is to be made available to parents at a follow up meeting to be scheduled by the Principal of the school.

STUDENT'S NAME: _____ SCHOOL: _____

Date and Time of Incident: _____

Description of Incident:

Location: _____

Prior events and circumstances: _____

Procedure employed: _____

Outcome: _____

Staff member(s) involved: _____

Witnesses: _____

Staff signature

Date submitted

Staff signature

Principal

DISTRIBUTION:
Superintendent of Schools
Chief Psychologist

DISCLOSURE OF STUDENT INFORMATION TO NON-CUSTODIAL PARENTSPOLICY STATEMENT:

It is the policy of The Wentworth County Board of Education that regardless of marital status, both parents of a student shall have equal access to student information and to the student record in accordance with the Children's Law Reform Act, the Education Act, the Regulations under the Act, all relevant Circulars, Guidelines and Memoranda* issued under the authority of the Minister of Education and Training, and in accordance with Administrative Regulations.

ADMINISTRATIVE REGULATIONS:

1. It is the responsibility of each school principal to ensure that all school staff who have occasion to deal with parents of students are aware of this policy and regulations and are in compliance with them.
2. It is the responsibility of the parent to provide the school principal with a certified copy of any current Court Order or Separation Agreement which enacts (or amends) any limitations or prohibitions to the entitlement of a non-custodial parent to access student information. Upon receipt, the relevant sections of any such Order or Separation Agreement shall be filed in the child's OSR.
3. Based on the receipt of the documentation prescribed in Administrative Regulation #2 above, each school principal shall create and maintain an exception list of non-custodial parents who are limited or prohibited by the terms of a valid, current Court Order or by the terms of a valid, current Separation Agreement from accessing student information and/or the student record. The principal shall ensure that any staff who have occasion to deal with parents are provided with a current copy of that exception list.
4. Except as limited by the exception list pursuant to Administrative Regulation #3 above, both parents shall be equally entitled to ask for and be given information as to the health, education, and welfare of their child(ren), irrespective of marital or custodial status. This entitlement is granted under the Children's Law Reform Act, Section 20(5).
5. In the day-to-day conduct of school business, telephone contact regarding such matters as student attendance, achievement, discipline, injury, request for interviews, etc. will normally be made with the custodial parent. If, however, a non-custodial parent specifically requests ongoing notification about such matters, such a request shall be honoured without reservation and any telephone notification list shall be so annotated to ensure both parents are notified.
6. If, for information purposes, a non-custodial parent specifically requests ongoing receipt of routinely issued school documents such as report cards, newsletters, and information notices, such request shall be honoured providing the requesting parent supplies the school with self-addressed envelopes sufficient to fulfil that request.

7. Any difficulties arising from the application of this policy which cannot be resolved between the school principal and the parents(s) shall be referred to the appropriate supervisory officer for resolution. Parents have the right to appeal to the Board if resolution cannot be achieved by the supervisory officer.
- * Ministry of Education Policy/Program Memorandum #76, June 13, 1983 ("Custody and Guardianship of Minors") delineates and clarifies the relationship between the Education Act and the Children's Law Reform Act with regard to release of information to parents, as well as clarifying other issues.

Board approved
July 7/97

12-9
EMPLOYEE ASSISTANCE PROGRAM

#16

POLICY

It is the policy of the Hamilton Board of Education that the provision of an Employee Assistance Program be adopted as a policy of the Board to be incorporated on an on-going basis.

AUTHORITY

Board Policy - 1986 11

RESPONSIBILITIES

12-10
#20

HOME INSTRUCTION

POLICY STATEMENT:

It is the policy of The Wentworth County Board of Education to provide Home Instruction in accordance with the Education Act and Administrative Regulations.

ADMINISTRATIVE REGULATIONS:

1. Qualifications:

Home Instruction may be provided for a student who is absent from school because of illness, and for whom medical evidence is submitted stating that the student:

- a) cannot attend school for at least a period of 4 weeks
- b) can cope with at least 3 one-hour instruction sessions per week.

2. Procedures:

- a) The principal completes a "Request for Home Instruction" form in duplicate.
- b) The principal submits both copies to the Superintendent of Schools.
- c) Upon approval, the Superintendent will return one copy to the principal.
- d) The principal shall provide the Home Instruction Teacher with a "Home Instruction Report" form to record time spent and submit for payment.
- e) The regular classroom teacher(s) of the student shall be given first opportunity to provide home instruction to the student.
- f) Where a teacher other than the regular classroom teacher is employed for home instruction, the principal shall ensure that adequate arrangements are made between the classroom teacher and the home instruction teacher for the supervision and any evaluation of the student's work.
- g) The student remains on the register of the school wherein he was enrolled prior to home instruction and all materials, equipment, etc. will be provided by the school.
- h) When home instruction is discontinued, the principal shall notify, by telephone, the appropriate Superintendent of Schools.

#13

2003 02 17

To: The Trustees
From: Merv Matier, Director of Education and Secretary
RE: School Trips

Recommended Action:

It was moved by _____, seconded by _____: That we advise the Supervisor of our support for the following trip requests:

- a) Glendale Secondary School, Grades 11-OAC, City-wide Geography trip to New York City, U.S.A. on May 13-16, 2003, inclusive.
- b) Hillcrest Elementary School, Grades 7-8, Cultural Exchange trip to MacGregor, Manitoba on May 26-June 1, 2003, inclusive.
- c) Orchard Park Secondary School, Grades 10-OAC, Sports trip to Columbus, Ohio, U.S.A. on April 11-13, 2003, inclusive.
- d) Orchard Park Secondary School, Grades 9-OAC, Sports trip to Columbus, Ohio, U.S.A. on April 11-14, 2003, inclusive.
- e) Sir Allan MacNab Secondary School, Grades 11-OAC, City-wide Geography trip to New York City, U.S.A. on May 13-16, 2003, inclusive.

Rationale:

As per policy.

rt

INFORMATION I T E M S

MEETING OF THE TRUSTEES
February 17, 2003

#15

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD												
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS												
2002 ACTUALS												
2003 ACTUALS												
2002/2003												
Supervisor Budget												
SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	Budget
Teachers - Elementary	2,008.40	2,008.90	2,009.10	2,009.10	1,999.10							2,007.50
Teachers - Secondary	1,178.35	1,179.02	1,179.02	1,179.02	1,179.02							1,178.00
Educational Assistants	421.00	420.50	420.50	420.50	420.50							421.00
Professionals & Paraprofessionals	118.80	118.80	119.30	119.30	119.30							118.80
School Administration	394.13	394.13	394.13	394.13	395.13							394.13
Consultants	29.00	29.00	29.00	29.00	30.00							29.00
Board Administration & Governance	150.00	150.00	150.00	150.00	150.00							150.00
School Operations	459.00	459.00	459.00	459.00	459.00							459.00
Continuing Education	4.87	4.87	4.87	4.87	4.87							4.87
Transportation	3.25	3.25	3.25	3.25	3.25							3.25
School Renewal	4.00	4.00	4.00	4.00	4.00							4.00
Total Full Time Equiv. Positions	4,770.80	4,771.47	4,772.17	4,772.17	4,764.17							4,769.55
Staff on Loan (recoverable)	14.00	14.00	14.00	14.00	14.00							

C O R R E S P O N D E N C E

MEETING OF THE TRUSTEES
February 17, 2003

#17



January 29, 2003

Dr. Jim Murray, Government Supervisor
Hamilton-Wentworth District School Board
100 Main Street West
PO Box 2558
Hamilton, ON L8N 3L1

Dear Dr. Murray:

I am writing to advise you that the Elementary Teachers' Federation of Ontario (ETFO) has entered into a Provincial Takeover agreement with its Hamilton-Wentworth Teacher Local. Provincial Takeover is a vehicle that provides an extraordinary level of support from the provincial federation to the local members in order to reach a fair collective agreement.

The elementary teachers of Hamilton-Wentworth are determined to achieve a settlement that protects and enhances their previous collective agreement. The Federation views the Provincial Takeover process as critical in resolving all outstanding collective bargaining issues.

Effective immediately, Bill Getty, Coordinator, ETFO Collective Bargaining Services, is assigned as Chief Negotiator to direct the negotiations for the members of the Hamilton-Wentworth Teacher Local.

I am confident that you share my concern in regard to the current status of negotiations and will work with ETFO to effect a fair and just settlement.

Yours truly,

Emily Noble
President

- c: Kelly Hayes, President, Hamilton-Wentworth Teacher Local
- Bill Getty, Coordinator, ETFO Collective Bargaining Services
- ✓ Judith Bishop, Chair, Hamilton-Wentworth DSB
- Merv Matier, Director of Education, Hamilton-Wentworth DSB
- John Horgan, Manager of Employee Relations, Hamilton-Wentworth DSB

EN BG:LMR



Special Education Advisory Committee
5050 Yonge Street, 2nd Floor
Toronto ON M2N 5N8

January 15, 2003

The Honourable Elizabeth Witmer
Minister of Education
900 Bay Street Mowat Block
Toronto, Ontario M7A 1L2

Dear Minister Witmer:

Re: *Toronto District School Board Special Education Advisory Committee consultation on 2002-2003 budget.*

The Toronto District School Board Special Education Advisory Committee is writing to you today to express our concern that the 2002-2003 Budget for the Toronto District School Board was drafted and approved without consultation of the Special Education Advisory Committee.

We are concerned that the Education Act *Regulation 464/97 on SPECIAL EDUCATION ADVISORY COMMITTEES*, section 12. 2, which states "The board shall ensure that its special education advisory committee is provided with the opportunity to participate in the board's annual budget process under section 231 of the Act. as that process relates to special education" has been disregarded by Paul Christie.

Paul Christie, the appointed supervisor to the T.D.S.B., approved the 2002-2003 budget on November 22. The scheduled September meeting of S.E.A.C. was postponed at Mr. Christie's direction. S.E.A.C. meetings were allowed to resume in October. During this time the Special Education Advisory Committee was not invited to comment on the proposed budget.

We are concerned that there has been no attempt by Mr. Christie to advise the Special Education Advisory Committee of the impact of the 2002- 2003 budget on Special Education.

We are asking the Ministry of Education to intervene and provide clear direction to Mr. Christie as to the roles and responsibilities of S.E.A.C. Furthermore, we are asking that you, as Minister, ensure that S.E.A.C. be allowed to participate as a legislated committee described in regulation during the time that the T.D.S.B. is under supervision.

Respectfully,



Pauline Ling
Chair, T.D.S.B. S.E.A.C.



Michelle Worley
Vice-Chair, T.D.S.B S.E.A.C.

- c.c. Mr. P. Christie, Supervisor, Toronto District School Board
Chair, M.A.C.S.E.
Chair, P.A.A.C. on S.E.A.C.
Dave Rowan, Executive Superintendent, School Services: Special Education & Support Services, T.D.S.B.
Don Higgins, Executive Superintendent, Business Services, T.D.S.B.
Donna Cansfield/Shelley Carroll, Co-Chairs, T.D.S.B.
Chair, Ottawa-Carleton DSB
Chair, Ottawa-Carleton DSB Special Education Advisory Committee
Chair, Hamilton-Wentworth DSB
Chair, Hamilton-Wentworth DSB Special Education Advisory Committee
Gerard Kennedy, MPP, Parkdale-High Park
Rosario Marchese, MPP, Trinity-Spadina

Minutes of the Meeting of the Trustees of The Hamilton-Wentworth District School Board held at the Board Offices, 100 Main Street West, Hamilton, Ontario, on February 17, 2003.

Those present:

Judith Bishop, Chair

Robert Barlow (arrived 6:45 p.m.)

Wes Hicks

Eleanor Johnstone

Ray Mulholland

Lillian Orban

Laura Peddle (arrived 7:30 p.m.)

Reg Woodworth, Vice-Chair

Derina Man, Student Trustee (arrived 7:00 p.m.)

Regrets:

Wayne Marston

Ian Thompson

Bruce Wallace

In attendance:

Merv Matier, Director of Education and Secretary

Ken Bain, Superintendent of Education

Damian Borrelli, Executive Officer – Human Resources

Krys Croxall, Superintendent of Program and Assessment

Don Grant, Superintendent of Business and Treasurer

Wayne Joudrie, Superintendent of Education and Secretary protem

John Laverty, Superintendent of Education

Chuck Reid, Superintendent of Education

Dev Tyagi, Controller of Plant Services

Jim Wibberley, Superintendent of Education

1. Call to Order

J. Bishop called the meeting to order at 6:35 p.m. The meeting began with the singing of O Canada..

As the Director was not present at the beginning of the meeting,

It was moved by R. Woodworth, seconded by W. Hicks: That Superintendent Wayne Joudrie be appointed secretary protem in the Director's absence.

CARRIED UNANIMOUSLY.

2. Approval of Agenda

It was moved by L. Orban, seconded by E. Johnstone: That the agenda be approved.

CARRIED UNANIMOUSLY.

3. Approval of Minutes of January 20, 2003

It was moved by W. Hicks, seconded L. Orban: That the minutes of January 20, 2003 be approved.

CARRIED UNANIMOUSLY.

4. Chairs' Reports

Ward 4

On 15 January De dwa da dehs nyes - The Aboriginal Health Centre - went to Queen Mary to conduct an information session on Type 2 Diabetes. Fruit and vegetables were served on tables with eye-catching factual information on the amount of sugar and fat contained in popular food items. **Francesca Alfano** (Teacher Librarian) and **Lisa Roberts** (Core 7/8 teacher) organized the event.

Grade 8 Viscount Montgomery student Alycia Gallagher was recently nominated for the Hamilton Chamber of Commerce's Junior Citizen of the Year.

Ward 7

Under the supervision of teacher **Jeff Morrison**, more than 30 **Hill Park** students have contributed articles to the Pulse, a partnership between the Spectator and the HWDSB. Because of the excellent job done by these students, Hill Park students **Carly Dulberg**, **Holly Aitchison**, **Melissa Ng**, **Steve Henderson** and **Mandi Auger** spoke at the Industry Education Council's Annual General Meeting in January.

Ryckman's Corners School Choir performed the National Anthem on January 31 at the Bulldogs game under the direction of **Mr. Price**. The Choir also raised \$500 for the music program by selling tickets to their friends and family.

Ward 8

Katie Hui of Westmount Secondary School was awarded **The Hamilton Spectator Youth Volunteer of the Year 2002**. Katie donates her time to Wesley Urban Ministries and Tele-Touch Services in addition to the many activities she participates in at school. Katie leaves in February for Guyana for several months of community development work.

Scott McLean of Sir Allan MacNab and Alycia Gallagher of Viscount Montgomery School were also nominated for the Queen's Jubilee Award for outstanding community service and achievement.

Wards 9 & 10

Saltfleet District High School held their annual fashion show January 10th in the school's gymnasium. Students designed and modeled the clothing during the event.

Wards 11 & 12

Ryan Pallet was featured as the Spectator's Athlete of the Week for leading Ancaster seniors to the semi-finals of the Hamilton-Wentworth Interscholastic Athletic Conference championship.

Ward 13

Parkside High School is sending a team to the national championships of DECA, a U.S.-based business and leadership club in Florida this April.

Wards 14 & 15

Waterdown District High students Chris Brown, Dawn Tuplin and Kaela Juraschka took top honors in the December 17th DECA Competition in Toronto.

Cayle Creen, a 12-year-old student at **Allan A. Greenleaf School**, plays hockey for the Hamilton Jr. Bulldogs AAA Pee wee team, which has been invited to participate in the Quebec International Pee wee World Championships. Approximately 2300 Pee wee players will participate.

Spencer Valley Class of 1980 held a reunion for former students and staff at the Collins Hotel, Dundas on Saturday, January 25th.

Wards 1 & 2

Students and staff at **Westdale Secondary School** collected 8,697 pounds of food for their eighth annual Hamilton Food Share campaign. Students were involved in a CHTV live taping at Hamilton Food Share on December 23rd.

Sir John A. Macdonald and **Westdale** history clubs participated in an event to recognize the birthdate of the Founder of Confederation, Sir. John A. Macdonald on Sunday, January 12th at Gore Park.

Westdale boys' senior and junior water polo teams have won both city titles this year in a sweep of the championships held at Jimmy Thompson Memorial Pool.

Students from **Westdale** recently participated in a 24-hour rower marathon as part of fundraising initiatives to raise money for a new racing shell.

Basketball clinician and motivational speaker Ganon Baker was in town attending the Silver Fox basketball tournament and spoke to students at **Earl Kitchener School** about basketball and life skills.

Teachers **Marta Gilchrist** and **Rob Lake** from Sir John A. Macdonald Secondary School took 11 students to compete at the DECA Competition in Toronto. Two of our students - **Danielle Gorman** and **Mike Nicholas** - placed in the top 10 for Oral Competition.

Central Public School is celebrating 150th years this coming May and along with its status as the first large public school with separate classrooms in the province. In 1846 the 1000 student-capacity school made history when it opened its doors to a new education system, which eventually displaced all the 28 Hamilton private schools in existence in 1853.

General

The following current and former students were recognized at the **Hamilton Olympic Club annual awards** banquet Saturday, January 4:

- **Mike Davidson (graduate of Westdale)** – winner of the HOC's most outstanding athlete for 2002
- **Laura Moulton (Westdale)** – winner of the A. V. Smith trophy as the outstanding distance runner and the Robert Kerr Trophy for outstanding junior girl.
- **Patrick Cook (Westdale)** – winner of the Charles Smith Trophy as top junior middle-distance runner

- **Kim Elliot (Ancaster) and Shayla Gibbs (Waterdown)** shared the W. E. Bardoe Trophy for outstanding novice.
- **Sprinter Lauren Davy (graduate of Saltfleet)** was co-winner of the British Empire Trophy for the most improved runner

The Board continues its **partnership with IBM Canada** with the recent announcement of an \$800,000 grant which will allow the Board to convert data – such as student information, report cards and standardized testing results – into information that can be used to improve student learning. The Board has committed to integrating three existing databases into the new warehouse and generating eight types of reports that can be used at the school level. This initiative is the first grant in Canada focused on enhancing student learning through data-driven decision-making.

The Hamilton Spectator's *The PULSE* page featured the following schools and staff:

- **Hill Park Secondary School, teacher Jeff Morrison** - Grade 11 Media English class
- **Tapleystown Elementary School**
- **Sir Winston Churchill Secondary School**
- **Hillcrest Elementary School**
- **Parkview Secondary School**

Saltfleet and Glendale Secondary Schools hosted the 32nd annual Silver Fox High School basketball meet on the January 10th weekend. Among the participating teams from Hamilton were **Sherwood, Westdale and Glendale** schools.

The eighth annual Jack Vander Pol Classic basketball tournament was also held the same weekend and included **Ancaster Royals and Saltfleet Storm**.

On January 30th, an **Employer Appreciation Breakfast** was held at the Chamber of Commerce to honour **125 employers for their willingness to take on the responsibility of training OYAP apprentices**. OYAP Teacher **Rich Neufeld** managed the recognition breakfast with HWCDSB OYAP, Mohawk College, Hamilton-Wentworth Training Board and the Industry-Education Council.

On January 28, the **Communication Services Team**, in collaboration with the Technology Access Clinic at Hamilton Health Sciences, presented "*Using Writing with Symbols 2000 in the Classroom*". Thanks to **Gail Mote, Anna DiFazio, Gary Dell, Nichole Jones, Monica Knott, Susan Barnard and Bev Kerr** for making this happen.

The following **Athletes of the Year** were honoured at the annual B'nai Brith sports celebrity dinner on February 3rd.

Ancaster	Adriana Johnston and Jamie Bondarenko
Barton	Amy Pye and Jermaine Fraser
Delta	Rachel Boyce and Rick Foster
Glendale	Lindsay McInnis and Srdjan Mirkovic
Highland	Nicole Mantel and David Morlog
Hill Park	Esly Otero, Jody-Lynn Dans and Terry Jones
Orchard Park	Erin Sturch and Darren Beattie
Parkside	Leigh Martin and Derek Coull
Saltfleet	Stacey McCreadie and Jeff Groleau

Sherwood	Catherine Leonard, Chaz Elhag and Chris Butler
Sir Allan MacNab	Terri Ryerson and Bryan Wood
Sir John A. Macdonald	Brianne Porter and Michael Boyd
Waterdown	Jacqueline Akimot and Drew Williams
Sir Winston Churchill	Danielle Kocanovic and John Rusich
Westdale	Catherine Panabaker and Adam Steiner
Westmount	Melissa Miles and Marko Bucalo

Scott McLean of Sir Allan MacNab and Alycia Gallagher of Viscount Montgomery School were also nominated for the Queen's Jubilee Award for outstanding community service and achievement.

5. Student Trustee's Report

D. Man expressed concern on behalf of students regarding the potential secondary school teachers' strike. She noted the major concern is the double cohort and how the possible strike would effect their education specifically this close to midterms. She added students are also concerned about the impact of a strike on planning events such as school trips, school dances and extra curricular activities as teacher supervision would be needed for these events. She also commented on the financial commitments already made with respect to trips that may be canceled due to sanctions.

D. Man noted her second concern was around interscholastic sports during the fifth year of school if students were to continue.

W. Hicks advised were that Chris Newman, the Board's athletic convenor, had looked into this, however, no decision has yet been made. He added the President's Council should be made aware when and if decisions are made regarding this issue. W. Hicks indicated that board athletics would likely look into OFSAA and SOSSA rules for guidance in this area.

D. Man stated it would seem fair that students could remain in athletics for the fifth year if they have been encouraged to remain in school for the fifth year.

L. Orban asked for clarification as to whether schools were encouraging students to not finish the curriculum in four years.

D. Man clarified that guidance counsellors have advised students they can remain a fifth year to complete their diploma.

6. OPSBA Report

R. Woodworth advised members that constitutional amendments must be received by OPSBA by April 7, 2003. He suggested trustees should consider thinking about the provincial impact of certain issues.

J. Bishop outlined the details of the OPSBA meeting. (See attached).

R. Woodworth asked why there has been a large drop in ISA monies.

Don Grant clarified the following:

- the information from the province would be based on approved ISA claims.
- the 3.7 million dollars announced was artificially high based upon Cycle 3 approvals

- a percentage of cycle 3 students have moved or graduated/retired from our schools

D. Grant noted that cycle four would be factored in at 60% for the 2002/2003 school year but factored at 100% for the 2003/2004 school year.

L. Orban noted how students new to the HWDSB factor in to obtaining monies through transfer of credit.

D. Grant also clarified that an ISA claim in another Board and then move to our Board, the money will move with them. However, he anticipated delays in this process.

Advice to the Supervisor

7. Delegation – Hamilton Youth Vote 2003 Project

R. Woodworth outlined the rules of the delegation.

In highlighting the presentation, Charlene Touzel advised trustees she would be meeting with other boards and meeting again with final details with the City of Hamilton in April 2003. She noted they hoped to have financial support from the Board, however, if not, then City Council would have to determine where the costs would come from.

R. Barlow felt the Hamilton Youth Project was a good one, however, he outlined the following concern:

- Information re the project should be sent to the President's Council
- only middle and secondary students participating
- only advanced polling stations in the schools for convenience
- Where would the money come from

L. Peddle felt this item should be profiled on future agenda as a strategic objective and that the project should be referred to administration to determine logistics.

At this time,

**It was moved by L. Peddle, seconded by W. Hicks: That the delegation – Hamilton Youth Project be considered this evening.
CARRIED UNANIMOUSLY.**

L. Orban felt this would be a good opportunity for the students to participate in the actual process to go toward their 40 hours of community involvement.

L. Orban added she felt the Board should be involved in the development of the questions asked of the students and thought students should accompany their parents to the actual voting booths.

R. Woodworth thanked Ms. Touzel for the report.

It was moved by L. Peddle, seconded by W. Hicks: That the Hamilton Youth Project be referred to Executive Council.

R. Barlow asked that a friendly amendment be added to add a timeline and request input from the President's Council.

L. Peddle and W. Hicks accepted the friendly amendment.

It was moved by L. Peddle, seconded by W. Hicks: That the Hamilton Youth Project be referred to Executive Council and that an opinion from the President's Council be sought about the project and that the outcome of the findings be brought to the March, 2003, Meeting of the Trustees

E. Johnstone stated she hoped the Board will continue to be involved with this project in terms of communication and ongoing discussions.

To the motion, **CARRIED UNANIMOUSLY.**

8. School Closure Policy - Revised

D. Grant noted this is a compromise policy between many parties. Changes have been made in discussion with trustees, the Supervisor, administration and the Joint Advisory Committee.

It was moved by L. Orban, seconded by J. Bishop: That the Supervisor be advised of the following amendments to the Revised School Closure Policy:

E. Johnstone, referring to page 8-6 under membership of the Area Accommodation Committee, that the trustee be removed from the voting member as that trustee would be voting at the Board meeting.

It was moved by E. Johnstone, seconded by W. Hicks: That under membership of the Area Accommodation Committee, the trustee be moved from voting member to non-voting member.

CARRIED, 5 in favour, 1 opposed, 1 abstention.

It was moved by J. Bishop, seconded by E. Johnstone: That under Clause 8 the final sentence reading *The report of the Area Accommodation Review Committee shall be submitted to Executive Council* be removed.

CARRIED, 6 in favour, 1 abstention.

It was moved by J. Bishop, seconded by L. Orban: That under Clause 7, Area Committee Composition, under non-voting members, that the secondary student from each secondary school be for secondary school closures only.

CARRIED, 5 in favour, 1 abstention, D. Man voted in favour. (R. Barlow was out of the room for the vote).

J. Bishop asked that a friendly amendment be added under Clause 11 (Public Notification) letter c) read *Special Committee of the Whole* rather than *Special Board*.

R. Woodworth noted there were other changes from JAC that were not incorporated into the revised policy.

W. Hicks expressed concern that all stakeholders will not see the revised policy.

J. Bishop clarified the process was different from the normal process and the process agreed to and worked out with the supervisor was that document would go to JAC before coming to committee so that further changes could be made at Committee before submitting advice to the Supervisor. She added that although all the changes from JAC are not there, most of the ideas were incorporated.

L. Orban noted the most significant change is that the Area Accommodation Committees will encompass a whole area rather than just certain schools.

D. Man noted that at JAC mentioned moving the student from secondary school up to a voting member.

D. Grant stated that the same process used for board committee representation was used. For example, it is important that a student trustee be at the Board table, however, in terms of voting, that is not taken into the final tally in terms of a final decision.

L. Orban added that consideration was given to the sensitivity of putting a student in an awkward position such as voting to close his or her own school.

R. Barlow felt the definition of area in area accommodation committee should be more definitive as to what an area is.

J. Bishop noted this policy is one to use in a variety of circumstances and she didn't see the non-definitiveness of the term area as a weakness, rather, a strength. She stated that a policy that only defines cluster or a certain number of schools might cause a situation where there is an overlap. She added what is important is that the area will have to be defined by the terms of reference, which, can be modified or changed by trustees.

W. Hicks felt that the Supervisor should be made aware of D. Man's concern regarding a student being a non-voting member.

R. Woodworth agreed, noting that he raised the matter at JAC and the committee accepted it.

It was moved by W. Hicks, seconded by R. Woodworth: That the following excerpt of the minutes be brought to the attention of the Supervisor: D. Man, student trustee, felt students are the ones most impacted by the closure of a secondary school. They would like to have some control over what happens to the school and what goes on around them. D. Man, therefore, felt that placing the secondary student as a voting member of the Area Accommodation Committee would show a sign of respect to the student population.

CARRIED, 6 in favour, 1 abstention, D. Man voted in favour.

To the amended motion, **CARRIED, 6 in favour, 1 abstention.** D. Man voted in favour of the amendments.

9. Identification of Exceptional Students: Identification Criteria

It was moved by J. Bishop, seconded by R. Barlow: That the Supervisor be advised that the Identification Criteria Report be accepted by trustees.

CARRIED UNANIMOUSLY.

(a) Report of the Special Education Advisory Committee

It was moved by L. Orban, seconded by J. Bishop: That the Supervisor be advised that the Report of SEAC, dated, January 29, 2003 be accepted by trustees.

CARRIED, 6 in favour, 2 abstentions.

10. Key Parameters/Assumption to Guide Budget Development 2003/2004 Budget

D. Grant outlined the budget parameters.

W. Hicks noted the parameters are very general. He asked who determines the priority referred to in the final bullet on page 10.

D. Grant responded this bullet enables Executive Council to have a discussion and then come forward with a proforma budget.

Referring to bullet 3, R. Barlow asked whether the Board has ever set money aside in the past for unforeseen events.

D. Grant responded this would be a new concept for the Board.

R. Barlow asked if this means a reduction in the budget.

D. Grant clarified that of the \$380 million the first million would be put to one side. He further clarified that there would actually be more money to add to programs and services if there was no debt at the outset of the budget year.

R. Barlow noted the increase of 12% for health benefits seemed high. D. Grant responded this is actually a low estimate. With rising health care costs the trend of those costs has been higher than 12%.

J. Bishop noted there have always been longstanding pressures on the budget every year. She asked why there was not an assumption regarding the occasional teachers budget.

D. Grant responded as there wasn't enough time to frame out all areas, however he is open to trustees' advice regarding parameters.

J. Bishop noted that the budget lines for long-term occasional teachers, energy costs and retirement gratuities have been overrun for the last three years. In looking at assumptions, those rising costs should be included as budget parameters.

L. Orban asked whether there would be another disruption to the classrooms as there was this past December.

D. Grant responded the purpose of adopting that strategy would be to avoid disruption in the process. This past October the enrolment had a 2.2 million-dollar impact on the board.

L. Orban asked how staff would determine future enrolment projection.

D. Grant noted that at this time it is early to project enrolment. He added the goal is to predict as closely as possible and be just under the enrolment number rather than over.

Referring to the enrolment projection, L. Peddle asked why would it be projected if it were going to change. D. Grant clarified that all the budget assumptions are subject to change. However, administration needs a place to begin and without an enrolment projection there is no stage for a preliminary budget.

D. Grant added that although it is too early to get information from school principals, the time has been taken centrally to look at enrolment trends. Typically information from the secondary schools regarding enrolment would be after the options sheets are in sometime in March.

J. Bishop added that insurance and legal fees have never gone down and she felt this should be added under the assumptions also.

J. Bishop noted the salary trends follow public sector salary trends. She suggested that wording be added as a friendly amendment.

D. Grant agreed that the compensation package for our employees needs to be fair and competitive.

J. Bishop reiterated the concern that enrolment numbers be as conservative as possible in order to not have similar to what happened.

It was moved by E. Johnstone, seconded by L. Orban: That the budget parameters with the following amendments, be given as advice to the Supervisor:

- a) that the projected enrolment be as conservative as possible
- b) that long term occasional teachers, energy costs, retirement gratuities, insurance costs and legal fees be included in the assumptions of rising costs in the budget parameters
- c) that bullet four of Assumptions state *relative to public sector salary trends rather than relative to Ministry guidelines.*

CARRIED, 4 in favour, 1 opposed, 2 abstentions.

11. Recommendation for Name of Templemead School

J. Lavery introduced D. Furry, Principal of Templemead School. D. Furry spoke to the recommended action of the advisory committee of Templemead School.

J. Bishop asked for the origin of the word Templemead. J. Lavery responded the name was submitted by the City Council as a name for potential subdivision.

J. Bishop advised that in the last 7 to 8 years, the Board had been named after a person who has a historical connection with the Board. She added, this process used was purely from the community without other stakeholders such as teachers and principal.

D. Furry clarified that the process used was in response to an invitation to the community to serve on an advisory committee for the new Templemead School. The members are representative of the whole community. Although there is no historical connection, the whole committee voted in favour of the name.

L. Peddle supported the committee in naming the school. She noted Templemead is the largest street in the neighbourhood and the fact that there was unanimous support from the advisory committee made the decision easy.

It was moved by L. Peddle, seconded by L. Orban: That trustees support the Advisory Committee for Templemead School for naming the school Templemead School.

CARRIED, 6 in favour, 1 opposed.

E. Johnstone felt that trustees should support the advisory group.

In response to a query, John Laverty advised that the newly formed advisory group would be the school council for Templemead School.

12. Report of the Joint Advisory Committee

It was moved by L. Orban, seconded by E. Johnstone: That the Supervisor be advised that the Report of the Joint Advisory Committee dated February 11, 2003 is accepted by trustees.

CARRIED UNANIMOUSLY. D. Man voted in favour.

13. School Trips

School Trips

It was moved by L. Orban, seconded by J. Bishop: That the Supervisor be advised of trustee support for the following trip requests:

- a) Glendale Secondary School, Grades 11-OAC, City-wide Geography trip to New York City, U.S.A. on May 13-16, 2003, inclusive.**
- b) Hillcrest Elementary School, Grades 7-8, Cultural Exchange trip to MacGregor, Manitoba on May 26-June 1, 2003, inclusive.**
- c) Orchard Park Secondary School, Grades 10-OAC, Sports trip to Columbus, Ohio, U.S.A. on April 11-13, 2003, inclusive.**
- d) Orchard Park Secondary School, Grades 9-OAC, Sports trip to Columbus, Ohio, U.S.A. on April 11-14, 2003, inclusive.**
- e) Sir Allan MacNab Secondary School, Grades 11-OAC, City-wide Geography trip to New York City, U.S.A. on May 13-16, 2003, inclusive.**

CARRIED, 5 in favour, 1 abstention.

INFORMATION ITEMS:

Program

14. Update- 2002/2003 Average Class Size Report - Elementary

J. Bishop questioned the small class at Ryerson School. K. Bain responded there are a number of expelled students who much remain on the register. These students attend Ryerson as the teacher who provides instruction to this group taught at Ryerson. This appears as a class of one, however, he clarified that the district calculation would be .1 of a class.

Human Resources15. Staff Report – Full Time Equivalent Positions

D. Borrelli outlined the report.

D. Borrelli clarified the additional consultant was the coordinator of teacher mentoring program.

Relationships16. Verbal Update - World Cycling Championships – October 6 to 12, 2003

J. Wibberley noted the Supervisor has been in touch with coterminous board to coordinate issues around school year calendar. Also the City has begun conducting town hall meetings to allow the community an opportunity to ask questions. Finally, J. Wibberley noted that race organizers are presently forming an education committee in an effort to work with the school boards and get students involved in the race.

R. Barlow stated he understood there had been a change in the race times. J. Wibberley noted there has been several changes over a number of months, however, he is not aware of any made within the last week.

R. Barlow noted that six out of eight schools in his community didn't have an opportunity to provide feedback regarding this event.

J. Wibberley advised trustees that a memo was sent to every school administrator in the system in November providing them with background information and an opportunity to provide feedback. This memo was also to be shared with the school council.

E. Johnstone stated she had received a number of phone calls regarding this event. She asked if the Supervisor is involved with this.

J. Wibberley clarified that as of the last meeting of trustees when trustees voted to support closing the schools during the Cycling race, this motion went as advice to the Supervisor. The supervisor has not made his final decision at this time.

E. Johnstone thought that J. Wibberley was the liaison from the Board on this committee and thought perhaps the Supervisor should give the trustees more of a report of what is happening.

M. Matier clarified that J. Wibberley has been representative on the Cycling race steering committee from the beginning. He added that the extent of Dr. Murray's involvement is to take the advice given to him and make a final decision.

In response to a query, J. Wibberley noted the dates and times of four town hall meetings has been announced through a press release. He added that one was currently occurring at City Hall.

R. Barlow stated he got the impression this was a pressing item due to the school year calendar.

J. Wibberley concurred, however, the Supervisor is in the process of coordinating with the coterminous Board.

R. Woodworth asked what the Catholic Board was doing regarding the Cycling Race.

J. Wibberley responded they are about one week away from bringing this forward to their Board. They did not have the added step of bringing this forward as advice to the Supervisor.

In response to a question, J. Wibberley stated their Board is leaning in the same direction as our Board.

R. Woodworth noted that he was received numerous calls from those parents who are not directly impacted by the Cycling Race and that there is a danger of their children having to be left alone if the schools are closed.

L. Peddle asked if the City has undertaken any support for this. J. Wibberley clarified that the City depends on what the School Board will do.

L. Peddle asked whether the City have had any deliberations on the schools being closed during that week. J. Wibberley responded he is unaware of any deliberations regarding this issue, however at the meeting this week he would inquire.

CORRESPONDENCE

17. ETFO re Provincial Takeover with its Hamilton-Wentworth Teacher Local

18. Toronto District School Board re SEAC Consultation on 2002-2003 Budget

It was moved by E. Johnstone, seconded by L. Orban: That the correspondence from ETFO re Provincial Takeover with its Hamilton-Wentworth Teacher Local and the correspondence from the Toronto District School Board re SEAC Consultation on 2002-2003 Budget, be received for information.

CARRIED UNANIMOUSLY.

It was moved by E. Johnstone, seconded by L. Orban: That the meeting be adjourned at 8:45 p.m.

CARRIED UNANIMOUSLY.

CA3 ON HW W26
A33
2003

The Hamilton-Wentworth District School Board

Special Meeting of the Board

Tuesday, February 25, 2003

6:30 p.m.

AGENDA

6:30 p.m.

1. School Closure Delegations
2. Revised School Closure Policy
3. School Revitalization Strategy

CA3 ON HW W26
A33
2003

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEETING OF THE TRUSTEES

Monday, March 17, 2003

6:30 p.m.

A G E N D A

6:30 p.m.

1. Call to Order
2. Approval of Agenda
3. Approval of Minutes of February 17, 2003
4. Chairs' Reports
5. Student Trustee's Report
6. OPSBA Report

J. Bishop
J. Bishop/R. Woodworth
D. Man
R. Woodworth

Advice to the Supervisor

7. Community Diversity Committee
8. Hamilton Youth Vote 2003
9. System Elementary and Secondary EQAO Improvement Plan, 2002-2004
10. Report of the Special Education Advisory Committee
11. Terms of Reference - Trustee Attendance at Conferences
12. Procedure for the Naming of Schools
13. Phase Two Area Accommodation Review Committee - Selection of Members
14. School Trips

C. Reid
M. Matier
K. Croxall
J. Tomlinson
J. Bishop
R. Woodworth/B. Wallace/J. Bishop
D. Grant
M. Matier

INFORMATION ITEMS [see pink]:

Program

15. Teacher Mentorship and Induction Program

M. Matier

Human Resources

16. Staff Report - Full Time Equivalent Positions

D. Borrelli

Relationships

17. Verbal Update - World Cycling Championships - October 6 to 12, 2003

J. Wibberley

CORRESPONDENCE

18. The Children's Aid Society of Hamilton re SEAC Appointment
19. Citizenship and Immigration Canada re SWISH Program
20. EQAO re Provincial Achievement Results, 2001-2002
21. Ontario Student Trustees' Association

Future Meeting Dates

Wednesday, March 26, 2003

Monday, April 14, 2003

Wednesday, April 30, 2003

Special Education Advisory Committee

Meeting of the Trustees

Special Education Advisory Committee

7:00 p.m.

6:30 p.m.

7:00 p.m.

#7

Hamilton – Wentworth District School Board

MEMORANDUM

To: Merv Matier, Director of Education and Secretary

From: Chuck Reid, Superintendent of Education

Date: Monday, March 17, 2003

Re: Community Diversity Committee

Information Item

In response to the Settlement and Immigration Services Organization (SISO) presentation to the Board on April 15 2002, the **Community Diversity Committee** will be established. The purpose of this committee is to strengthen communication between the Hamilton-Wentworth District School Board and members of the newcomer and diverse community. The terms of reference of this committee are listed in this report.

1.0 Background Information

- 1.1 Community concerns related to program delivery and equity issues have been raised and presented to the Board on several occasions. (June 2, 1999; January 11, 2001; October 4, 2001; June 27, 2002; April 15, 2002).
- 1.2 A strong positive working relationship between SISO and the Hamilton-Wentworth District School Board has been established. This relationship has been recognized by Citizenship and Immigration Canada as a model for other communities to emulate. The Settlement Workers In Schools - Hamilton (SWISH) is currently the strongest example of this relationship.
- 1.3 Although Settlement and Immigration Services Organization (SISO) is not the only community voice concerning diversity, many groups view it as the dominant voice. SISO views the establishment of the Community Diversity Committee as a further step to strengthen the Board's relationship with the newcomer and diverse community.
- 1.4 The establishment of a Community Diversity Committee will strengthen community relationships.

2.0 Additional Information

- 2.1 The Community Diversity Committee (CDC) will be established by the end of April, 2003.

2.2 Role of the CDC:

- 2.2.1 To make recommendation to the Board in respect of any matter affecting the establishment, development and delivery of English as a Second Language programs and support services for students who belong to diverse backgrounds.
- 2.2.2 To play a role in the review of issues related to diversity. Examples of this review may include (but not exclusively) input into the Board's ESL program and Equity Policy.

2.3 Composition of the CDC:

- 2.3.1 Similar to the Board's Special Education Advisory Committee, there may be up to 12 local associations, whose mandate is to represent people of diversity, who may be invited by the Board to participate on the CDC.
- 2.3.2 Once local association has been identified, it will be up to the local association to select a member to participate on the CDC. In addition, each participating association may appoint an alternative member to the committee.
- 2.3.3 Appointees to the CDC must be a resident of the Hamilton-Wentworth District and must be 18 years of age and over.
- 2.3.4 The Board of Education may appoint additional members. Examples of these individuals may include representatives from health, immigration or service providers.

2.4 Terms of Office for CDC Members:

- 2.4.1 Members of the CDC are appointed for a term of office, which corresponds, with the three-year term of office of the Board of Trustees. Members are appointed following the election of a new Board, and membership in the CDC continues until a new board is organized following an election.
- 2.4.2 A CDC member (or alternate) is deemed to "vacate" his or her position if he/she:
 - o Is convicted of an indictable offence;
 - o Is absent from three consecutive regular CDC meetings without the authorization of a CDC resolution which has been entered in the minutes (provided that, in the case of the alternate, he or she had notice of the meeting); or
 - o No longer holds the qualification to be appointed to the committee (e.g., he or she ceased to be a member of the local association which nominated him or her, or moves away from the area over which the school board/ school authority has jurisdiction).
- 2.4.3 Where a member or alternate vacates his or her position on the CDC, either by way of resignation or because he/she is deemed to have vacated his/her position, the school board must appoint a qualified replacement for the remainder of the vacating member's term. The selection process for a replacement must follow the same process used by the Board when identifying the original member. For example, if the member or alternate who vacates his or her position is the representative of a local association, then the local association must nominate the person whom the board will appoint as a replacement. Where the member or alternate is deemed to have vacated his/her position as a consequence of being convicted of an indictable offence, the replacement cannot be named until either the time of taking an appeal for the conviction has passed and no appeal has taken place or, if an appeal is taken, until the final determination of the appeal. If the appeal is successful and the conviction is quashed, the member or alternate is deemed not to have vacated his or her seat.

2.5 Establishing the First Meeting

2.5.1 The following community organizations will be invited to send one representative to the first meeting:

- Settlement Immigration Services Organization (SISO)
- Diverse Community Action Group
- Hamilton Executive Directors Aboriginal Coalition (HEDAC) – representing aboriginal people of Hamilton-Wentworth
- Interfaith Council of Hamilton-Wentworth
- YWCA Cultural and Interpreting Services – Hamilton/Burlington Area
- Social Planning and Research Council
- United Way of Hamilton-Wentworth
- Administrative Staff Support (one superintendent, one consultant)

2.5.2 This first group will examine the membership of the CDC and review the committee's terms of reference

2.6 Meeting Schedule

2.6.1 The following meeting schedule will be established:

- April 2003
- September 2003
- November 2003
- January 2004
- March 2004
- May 2004



#8

The Hamilton-Wentworth District School Board
Office of the Director of Education & Secretary

DATE: March 17, 2003

TO: Trustees of the Board

FROM: Merv Matier, Director of Education

RE: HAMILTON YOUTH VOTE 2003

Moved by _____ seconded by: _____

That we advise the Supervisor of our support for the following recommendation:

That the schools of the H.W.D.S.B. participate, on a voluntary basis, in the proposed Hamilton Youth Vote 2003 project during the 2003 Municipal Election, at no cost to the Board.

Background (See Appendix A):

A presentation was made to the Joint City/Board Relations Committee on February 3, 2003 and to the trustees at a meeting on February 17, 2003. The initiative was referred to the officials, and input was requested from Presidents' Council.

The intent of the project is to give students an opportunity to vote on a number of municipal issues, but not to cast ballots for candidates. Students would be provided an opportunity to accompany their parents to an advance poll, to cast separate and distinct ballots on a number of issues that would not interfere with the municipal election process.

Executive Council supports H.W.D.S.B. schools participating, on a voluntary basis, in the proposed **Hamilton Youth Vote 2003** project during the 2003 municipal election. The H.W.D.S.B. has not included funds in the 2002-03 budget for this initiative and discussion will take place with the project coordinator from the City of Hamilton to determine how to support this initiative in alternate ways.

/md
Attach

#8-1

PROPOSED

Hamilton Youth Vote 2003 Project

History of Kids Voting Programs

1991 saw the launch of the Kids Voting USA® program after it was learned that Costa Rica experienced voter turnouts of about 80%, attributed to their tradition of having children accompanying their parents to the polls, thereby instilling the importance of voting in a democracy at an early age.

A similar pilot project (Our Kids Can Vote™) was initiated in Canada in 2000, by The Learning Partnership, a not-for-profit, volunteer driven, professionally-staffed organization. With the support of the Ontario Teachers' Federation, the program was included in the Civics instruction curriculum for Grades 4-10. Five Ontario municipalities - Toronto, Pickering, Burlington, Newmarket and Richmond Hill participated in this pilot project.

To use the City of Burlington as an example, their 2000 Our Kids Can Vote program attracted over 1,400 students and saw adult attendance at the advance polls increase to an average of 1,000 voters a day, up from the 626 voters a day in the 1997 Municipal Election. The increase was particularly significant given the absence of a mayoral race on the ballot.

While The Learning Partnership will not be continuing this project in 2003 for funding reasons, Hamilton City Council has recognized the benefits of such a program and has directed Staff to explore options in running a similar program in concert with the 2003 Municipal Election.

Purpose of Project

The aims of the project include:

- encouraging Hamilton students to participate in the municipal elections process;
- creating increased awareness of the role of local government and the democratic voting process;
- developing a better-educated electorate;
- establishing life-long voting habits in the next generation of voters;

- providing opportunities to some Hamilton students to gain on-site work experience at the polls; and,
- increasing adult voter turn out at the municipal election.

Project Logistics

Hamilton students would be provided with an opportunity to accompany their parents to one of the Advance Polls to be held in each of the fifteen wards in conjunction with the 2003 Municipal Election. Advance Polls dates, which still require Council approval, have been tentatively scheduled for Tuesday, October 21; Saturday, October 25; and, Saturday, November 1, 2003. It is proposed that the Youth Vote Project would be conducted at the Saturday Advance Polls only.

The City is looking to the Hamilton School Boards to become partners in this project and to provide input on which Grades or age groups of students should be included in this project. As the 2000 Our Kids Can Vote program formed part of the Civics curriculum, participants included students from Grades 4 – 10. If not curriculum-based, factors such as who will most benefit from participating in such a program ie. students who may soon be eligible to vote in municipal elections, should be considered.

The intent of this proposed project is to give students an opportunity to vote on a number of municipal issues/questions, and not to cast ballots for candidates. The issues/questions, to be developed by the School Boards, should have some relevance to the students and be of interest to the community. To keep the process as simple as possible, it is the City's preference that only one ballot be developed and that the issues/questions apply to all students from both School Boards. An option for the ballot may include breaking down the issues/questions into two sections – one for elementary students and one for secondary students, if the Boards feel that this would simplify the process for participants.

The City will provide ballot boxes, ballots and supplies at each of the fifteen Advance poll locations. Separate and distinctive ballots and ballot boxes will be used for student voting so as not to interfere with the municipal election voting process and to facilitate the easy retrieval and counting of the student ballots.

Each student voting area will be staffed by at least two students. One student will distribute the student ballots and direct students on voting procedures, while the other maintains a list of students (name, grade and school) that voted at that voting location. With the new community involvement requirement for high school students, it is hoped that the School Boards could provide sufficient students to carry out these responsibilities. Student volunteers would be required to staff the student voting area for all hours that the polls are open (10:00 a.m. to 8:00 p.m.), a schedule for which would need to be developed.

Once selected, the City would provide a training session for all students participating in this capacity. A few students, to serve as back ups in the event that one of the scheduled students is not able to carry out his/her function at the polls, should also be identified and included in the training session.

All student ballots will be counted by the students staffing that voting location at the close of the last Advance Poll on Saturday, November 1, 2003. Results of the Hamilton Youth Vote 2003 will be released to the media at that time and will also be included with all other Election results announced at the close of all regular polls on Monday, November 10, 2003.

With the assistance of the City's Communications Division, a communication plan will be developed and launched at the beginning of the school year in September, 2003. The co-operation of the School Boards is also essential to encourage students to participate. Information on student youth voting will be included on the City's Election website and in paid election advertising, where appropriate.

Financial Implications

Costs for the Hamilton Youth Vote 2003 project should not exceed \$5,000 and would include such items as printing and reproduction of ballots and required signage, ballot boxes, supplies and advertising.

It is hoped that cost sharing will be an option with each of the five partners (the City of Hamilton, the Hamilton-Wentworth District School Board, the Hamilton-Wentworth Catholic District School Board; Le Conseil scolaire de district du centre-sud-ouest and Le Conseil scolaire de district catholique centre-sud) contributing to this worthwhile project.

City Contact

The City's contact for the Hamilton Youth Vote 2003 project will be Charlene Touzel, Co-ordinator of Elections and Freedom of Information, who can be reached at (905) 546-2753 (b), (905) 546-2095 (fax) or by e-mail at ctouzel@hamilton.ca



#9

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

TO: Jim Murray, Supervisor, HWDSB
FROM: Krys Croxall, Superintendent of Program and Assessment
DATE: March 7, 2003
RE: System Elementary and Secondary Improvement Plan 2002 - 2004

- Grade 3 and 6 Reading, Writing and Mathematics,
- Grade 9 Mathematics
- Grade 10 Literacy/OSSLT

Initiative/Issue:

Following the public release of results (January 2003), EQAO requires that the Board submit its system improvement plans in response to the assessment results of 2002 in March 2003.

At the school and system level EQAO results are key pieces of school and system improvement planning. For ELEMENTARY (Grade 3 and 6 Reading, Writing and Mathematics), school results are analyzed at the local level and considered within contextual data (such as demographics); the school team then studies the areas for improvement and prepares a school action plan. Schools will complete these plans by mid April. Meanwhile the system committee, meeting in January and February, analyzed the overall Board results, considered the success of past action plans and developed a new plan based on the school/system improvement planning template.

For SECONDARY (Grade 9 Mathematics and Grade 10 Literacy/OSSLT), school results are analyzed at the school and department level along with contextual and other data in order to develop a school plan. Schools were assisted in the task of analyzing their data and creating a plan through an in-service offered by the EQAO Math Committee and Secondary School Consultants. The system plan was then created by the central EQAO Math and Literacy Committees based upon analysis of the Board results and the locally-developed secondary school action plans.

Pertinent Information for Decision:

The Board must submit its system improvement plans in response to the assessment results of 2002 in March 2003

Recommendation:

That the System Elementary and Secondary Improvement Plan 2002-2004 be approved and forwarded to EQAO.

Rationale/Support:

As noted in January with the release of results, the Board can be pleased that overall there has been slow but steady growth in student performance in literacy and numeracy at all grade levels from the first year of testing to the 2002 results. However, there is still a great deal of work that is required by all partners in the education system, to ensure that HWDSB students are able to demonstrate success in literacy and numeracy skills. The "work" is outlined in the System Elementary and Secondary Improvement Plan.

Approved by:

Merv Matier,
Director of Education

Date

Jim Murray,
Supervisor, HWDSB

Date



The Hamilton-Wentworth District School Board

SYSTEM ELEMENTARY AND SECONDARY EQAO IMPROVEMENT PLAN 2002-2004

9-1

**READING, WRITING, MATHEMATICS - GRADES 3, 6
MATHEMATICS - GRADE 9
LITERACY / OSSLT - GRADE 10**



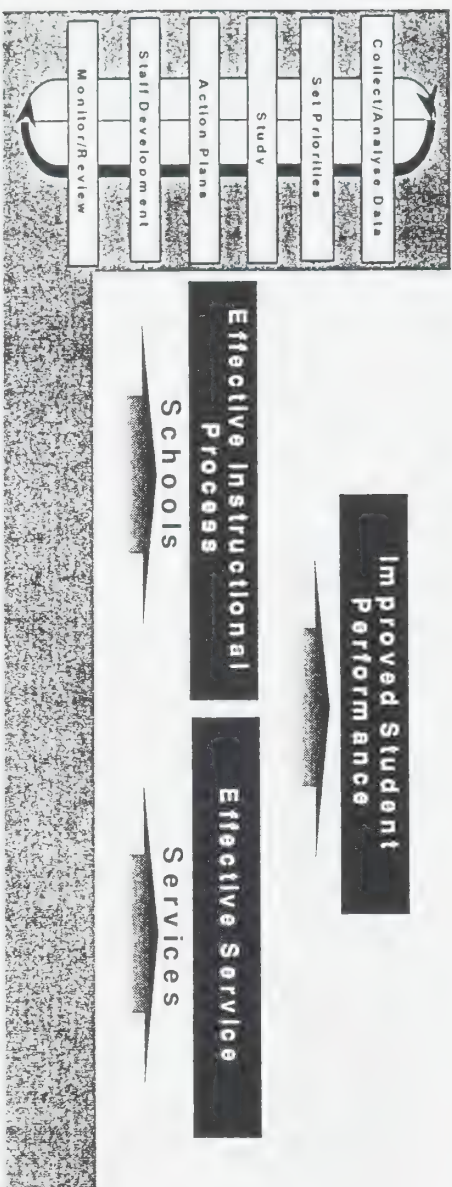
SYSTEM IMPROVEMENT PLANNING

EQAO ASSESSMENTS 2002 – Grade 3, 6 Reading Writing and Mathematics Grade 9 Mathematics OSSLT (Grade 10)

School/Service Planning

Through a highly accountable process, all personnel in the organization share the responsibility for the success of the HWDSB Strategic Directions. The alignment of system, department and school planning is key to the success of our organization's efforts to improve student performance.

The Hamilton-Wentworth District School Board has adopted School/Service Improvement Planning processes through which appropriate stakeholders collaborate to set goals for improvement, develop strategies to achieve the goals and to measure their effectiveness. This approach entails a common planning model for use in schools and central departments.



The introduction of the School Accountability Portfolio and consistent data-driven school improvement planning occurred in the 2001-2002 school year. For the 2002-03 school year, schools are required to implement the School Improvement Plan, which will help both panels focus on improving school achievement through analysis of student performance, contextual and process data and the study and implementation of best-practice literacy and numeracy instruction and assessment. Effective practices usually evolve over a period of time in high-functioning, aligned and engaged systems. The School Accountability Portfolio is a major strategy to create the kind of sustained professional study and collaboration that will lead to student improvement.

The requirement to create an EQAO Action Plan has been incorporated into the School Improvement Planning process, particularly the Curriculum Initiative section of the School Improvement Plan, although the EQAO Action Plan may also impact on the development of the Parental Involvement Initiative and the School Environment Initiative. The format for School and/or Services (department) Improvement planning has been utilized to create the overall system response and plan for improvement related to student performance on the Grade 3, 6, 9 and Grade 10 (OSSLT) assessments.

Focus Areas

The Board has adopted three Strategic Direction Program goals:

- ☐ Establish, develop, deliver, support and review programs that improve achievement for all students;
- ☐ Annually identify and support areas of program focus; and,
- ☐ Identify and implement a variety of assessment tools and consistent methods of measurement that support our programs.

The Elementary area of program focus is **literacy**, specifically reading, for which the *HWDSB Literacy Guidelines* document has been produced. This document aligns with other initiatives such as the Ministry Early Reading Strategy, the current Grade 3 and 2004 Grade 6 target-setting process, and the implementation of the Development Reading Assessment as the Ministry-required consistent assessment instrument. In addition the Board has provided extensive First Steps professional development for some schools and has recently initiated the Literacy Improvement Model for a limited number of schools with high needs and consistent low scores on the EQAO assessments at the Grade 3 level in order to build capacity in a sustainable manner. The Literacy Improvement model assigns a Literacy teacher and Educational Assistant to low-scoring schools to support the development of teacher capacity in literacy instruction and assessment.

Still in the process of curriculum implementation at the Grade 12 level, the secondary panel has several areas of program focus:

- ☐ Accountability (Student Achievement in Literacy and Numeracy as demonstrated through EQAO assessments);
- ☐ Assessment, Evaluation and Reporting;
- ☐ School to Work/Career; and,
- ☐ Double Cohort.

A system committee, chaired by administrators and consisting of consultants, administrators, department heads and teachers, supports each of the areas of focus; the committee structure provides a framework for the professional development and implementation activities that move us toward student improvement. The Accountability/EQAO Steering Committee consists of two sub-committees, one that focuses on the Grade 9 Mathematics assessment and the other that focuses on the OSSLT.

Creating the System Improvement Plan: The Process

The processes used by both panels are similar in terms of the analysis of data and the development of strategies, but at the secondary level the overall system plan is partially a product of the individual school plans (16 secondary schools). At the elementary level with over one hundred schools involved, the system plan is created first and then schools have the opportunity to consider how system initiatives can impact school level planning.

SECONDARY

OSSLT: Grade 10 Literacy Test

In anticipation of responding to the results of the October 2000 literacy test results, each secondary school established a Literacy Committee, consisting of one teacher from each department in order to reflect the goal of a school-wide approach to literacy. The EQAO secondary board contact visited each school to meet with the Literacy Committee, to discuss their results from both October 2000 and February 2002, and to learn what practices the school had put into place to improve the results. Exemplary practices and sample resources were collected and distributed to all schools. An After-School literacy curriculum was created and programs were offered in most secondary schools. In addition a Grade 7 to 8 and a Grade 8 to 9 remedial summer school program focusing on literacy and numeracy skills are offered to support remediation in these areas.

In December 2002, a central in-service was held for one administrator and a minimum of two Literacy Committee members from each school to discuss the February 2002 results. The secondary Accountability/EQAO Committee (Literacy) created an imaginary school with data that reflected many of the board's issues. In small groups and then as a larger group, the concerns regarding this school were listed and discussed. The group proceeded to consider appropriate strategies and then create an improvement plan involving initiatives that would assist in the improvement of student learning in this imaginary school. School teams then had time to start to work with their own data and begin their own action planning. In addition a publishers' fair was held at the end of the afternoon and schools could order books at Board expense to support their action planning (study/implementation phases).

Individual school improvement plans were completed at the school over the next month and then submitted to the system Accountability/EQAO committee where an overall board action plan was developed.

At this point the template used to report the system plan mirrors the School Improvement Plan Curriculum Initiative page.

Grade 9 Mathematics Assessment

The Grade 9 Assessment of Mathematics measures how well students have met the expectations in *The Ontario Curriculum, Grades 9 and 10 Mathematics*. The assessment is based on the expectations of the Grade 9 curriculum for applied and academic mathematics courses. The results augment the information gathered by teachers in the regular classroom and help teachers, parents and administrators plan for improvement. School teams were created to analyze the results and complete the School Improvement Plan for their school.

In December 2002, two members from each school team met to examine their results and brainstorm general trends noticed across the board. They also listed successful strategies that they had used to improve their weaker areas and strategies they would like to implement. Two case studies were presented and action plans were created for each of these schools. (The new board template for School Improvement - Curriculum Initiative was used.) These case study action plans were used as exemplars as each school team then started to work on their own school action plan.

The school plan was later submitted to the Accountability/EQAO Committee (Mathematics). This interdisciplinary team of teachers, vice-principals and consultants met in late January to combine the sixteen (16) action plans into an overall system action plan. The plan is presented to the Secondary Reform Steering Committee for input (this will occur in March). This group includes parents (Home and School, School Council), a superintendent, a community college representative, a university representative, community members, secondary school principals and teachers, secondary consultants, a special education consultant, and elementary school principals and teachers.

At this point the template used to report the system improvement plan mirrors the School Improvement Plan Curriculum Initiative page.

ELEMENTARY Grade 3 and 6 Reading, Writing and Mathematics Assessments

9-4

In September 2002 the system EQAO Committee (elementary) convened to monitor the implementation of strategies and to provide a status report on the current EQAO action plan.

Following the release of results to schools in the fall, each school considers its own results with parent and community input and begins to develop its own school improvement plan which is encouraged to be in the format of the Curriculum Initiative of the School Improvement Plan (the template which was utilized for this purpose last year is also acceptable for the 2002-03 school year).

To assist this process a number of system-sponsored workshops were offered for administrators with regard to the following:

- ☐ analysis of the school's performance data in conjunction with other data that the school may have (e.g. demographic, census, process, report cards, EDI results, etc.),
- ☐ the setting of performance targets, and
- ☐ approaches to selecting appropriate strategies for areas of weakness.

In January and February, the EQAO Committee (elementary) met to consider the development of the new system improvement plan. The implementation of the Services Improvement planning process required a revised process and new template, but also allowed the Committee to really bring much-needed focus to the plan. The large committee broke into three sub-committees to develop the specific plans for reading, writing and mathematics. The data was studied and key data and trends identified for all three areas and both grade levels. The strategies were researched, suggested, and debated and brought back to the large group for final decision-making. Areas common to all three areas (such as those related to the disaggregated data – ESL, special education, gender) were reported through a separate section.

Following approval of the final version, the System Improvement Plan will be distributed to schools. Schools will be expected to complete their own action plans with a school team consisting of teachers, administrators and parent representatives (School Council) and submit them to the Superintendent of Program as well as their own school superintendent for monitoring.

Managing Data

The HWDSB in cooperation with IBM is creating a data warehouse to manage EQAO, Students Information System (Trevlac) data and report card data. The launch is expected for the spring of 2003 with training for administrators and other staff. Initially only a few reports will be available but over time the number of reports and queries that schools will be able to access will allow a much more sophisticated manipulation and analysis of the available data.

Additional outcomes data will be available with the full implementation of the DFA for all JK to Grade 3 students in our system this year. In addition we currently have two committees working to complete the following tasks:

- ☐ review and restructuring of the Early Identification process (JK, SK, Grade 1)
- ☐ the development of a model for assessing reading in the Board through the Consistent Assessment Committee.

Communicating and Monitoring the Improvement Plan

The System Improvement (EQAO) plan is presented to Executive Council for approval and then the Board of Trustees.

Appropriate information is released to the media and every effort is made to ensure that our cooperation with the media (e.g. Hamilton Spectator Education reporter(s)) is focused on developing their understanding of the results within context and the impact of the assessments on school planning (focus stories on individual school improvement efforts, etc.). HWDSB EQAO results for the 2002-03 school year are posted on our Board website; the information also provides a direct link to the EQAO website.

Once approved the system improvement plan is discussed with administrators (at cluster or system meetings) and distributed to all schools. Since there are Board areas of program focus, the strategies become the basic working parameters for the Program Department teams (elementary and secondary) and are supported through the annual budget process.

Superintendents will be provided with tools to monitor the progress of school improvement plans connected with the improvement of literacy and numeracy.

Planned staff development opportunities for 2002-03 are listed in the "Summary of System Action Plans" which was provided to all administrators at the beginning of the year. The creation of this document is an annual process and in-service opportunities for 2003-04 will be distributed in a similar way. Also "Information Place" on our Board website lists available in-services and resources related to improvement planning in literacy and numeracy. The Board has recently developed the HWDSB Staff Development Standards which are grounded in sound assumptions of adult learning, focus not only on the skills and knowledge to be acquired but the process of how they are acquired, recognize five stages of development, recommend the types of staff development and mode of delivery most effective for each implementation stage and recommend strategies for evaluating the effectiveness of staff development programs. These standards will serve as a guideline for the development, delivery and evaluation of staff development experiences that are offered as part of this system improvement plan.

Every month elementary schools receive an "EQAO Update" (newsletter) with information and reminders regarding the ongoing EQAO process. The two elementary EQAO Contacts liaise with schools and provide assistance with planning and EQAO operational issues throughout the year. The secondary Accountability/EQAO Committee has the opportunity to report at every Secondary School Administrators meeting (monthly) and the Secondary EQAO Contact (Secondary School Reform Consultant) visits schools to provide assistance to teachers and administrators.

SYSTEM ELEMENTARY EQAO

IMPROVEMENT PLAN

2002-2004

GRADE 3, 6 - READING, WRITING, MATHEMATICS



System Elementary EQAO Improvement Plan 2002-2004

Areas of Focus Common to Reading, Writing and Mathematics

Committee Members: All the members of the Reading, Writing, and Mathematics Improvement Plan Committees (see following)

Goal: The Hamilton-Wentworth District School Board delivers effective programs that result in improved Reading, Writing and Mathematics performance by all of our students.

Department Name: HWDSB Elementary EQAO System Improvement Plan Committee
Timeframe: 2002-2004
Initiative: Establish, deliver, support and review programs that improve reading, writing and mathematics achievement for all students.

Performance Target:

1. Overall student achievement in HWDSB in the grade 3 EQAO reading assessment in 2003 will exceed 2002 results by 2 %.
2. Overall student achievement in HWDSB in the grade 6 EQAO reading assessment in 2004 will exceed 2002 results by 4 %.
3. Overall student achievement in HWDSB in the grades 3 & 6 EQAO writing and mathematics assessments will exceed 2002 results.

Support Data: (Outcome, Process, and Demographic Data)

Outcome Data				Process Data				Demographic Data			
EQAO 2002 Overall Results (Levels 3 & 4):				Student Questionnaire Data:				EQAO 2002 Overall Results for HWDSB ESL Students:			
Grade 3 HWDSB:	Grade 3 Province:	Grade 6 HWDSB:	Grade 6 Province:					Grade 3 HWDSB:	Grade 3 Province:	Grade 6 HWDSB:	Grade 6 Province:
Reading 49% method 1 52% method 2	Reading 50% method 1 53% method 2	Reading 47% method 1 50% method 2	Reading 56% method 1 58% method 2	Grade 3: I read by myself at home: 62% yes 32% sometimes 5% no I read with others at home: 25% yes 47% sometimes 27% no				Reading 15% method 1 26% method 2	Reading 24% method 1 32% method 2	Reading 9% method 1 21% method 2	Reading 22% method 1 31% method 2
Writing 55% method 1 59% method 2	Writing 56% method 1 58% method 2	Writing 47% method 1 50% method 2	Writing 53% method 1 55% method 2	Grade 6: I read at home: 67% yes 27% sometimes 5% no I read with others at home: 14% yes 36% sometimes 49% no				Writing 20% method 1 35% method 2	Writing 30% method 1 40% method 2	Writing 9% method 1 20% method 2	Writing 22% method 1 31% method 2
Mathematics 52% method 1 56% method 2	Mathematics 58% method 1 61% method 2	Mathematics 42% method 1 45% method 2	Mathematics 54% method 1 56% method 2					Mathematics 24% method 1 40% method 2	Mathematics 40% method 1 50% method 2	Mathematics 14% method 1 25% method 2	Mathematics 35% method 1 46% method 2

Alignment

Instructional /Assessment Strategies	Responsibility	Timelines	Indicators of Successful Strategies
ESL			
1. Develop an exemplary demonstration school for ESL/ELD delivery where classroom teachers as well as itinerant ESL teachers receive information, resources and in-service support that can be duplicated/expanded to other schools in the system if successful in demonstrating improvement. (details contained in the <i>ESL Pilot School Proposal</i>)	ESL/NSL Consultant (with support from Ontario Curriculum Team, Research Department and Pilot School Staff, Itinerant ESL teachers)	2002-2004	<input type="checkbox"/> Pilot school is identified <input type="checkbox"/> Pilot proposal is implemented <input type="checkbox"/> Data collected (e.g., EQAO, DRA) before and after the proposal is implemented demonstrates improvement <input type="checkbox"/> ICI Building Bridges program teaching guide to be utilized as a resource <input type="checkbox"/> In-services aligned with Board staff development standards are held <input type="checkbox"/> Participation is tracked
2. Offer a series of in-services targeted at classroom teachers (with Itinerant ESL teachers welcome as well) to address concerns around instruction & assessment of ESL/ELD students e.g., - Providing modifications and strategies for successfully integrating ESL/ELD students - Doing initial assessments to identify stages of language acquisition - The teaching of reading to second language learners	ESL/NSL Consultant	2002-2004	<input type="checkbox"/> Information is gathered <input type="checkbox"/> Possibilities are considered and reported to Executive Council <input type="checkbox"/> Information is gathered <input type="checkbox"/> Possibilities are considered and reported to the Superintendent of Program for further action
3. Investigate how other District School Boards operate Reception Assessment Centres to look at program implications for ESL/ELD students to see if there is a possibility of having such a centre in Hamilton-Wentworth	ESL/NSL Consultant	2002-2004	
4. Investigate other District School Boards' Guidelines for ESL/ELD students specifically around the EQAO Assessments (grade 3, 6, 9, OSSLT) to see if guidelines could/should be developed in Hamilton-Wentworth.	ESL/NSL Consultant	2002-2004	

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Operational Strategies		Responsibility	Timelines	Indicators of Successful Strategies
Parent Awareness and Involvement				
1. Develop and distribute survey to School Council Chairs to monitor the usefulness of the parent fact sheets as well as to receive suggestions on encouraging parent participation/involvement in curriculum-related issues. Results of the survey are collated and brought back to the Executive of the Assembly of School Councils and System Elementary EQAO Improvement Committee. Schools are given a copy of the survey to use with their own School Council if they so choose.		Ontario Curriculum Team/Executive of the Assembly of School Councils	February 2003 January 2004	<input type="checkbox"/> Survey delivered to the Executive of the Assembly of School Councils with a copy to school administrators to administer if interested <input type="checkbox"/> Results of the survey are collated and brought back to the System Elementary EQAO Improvement Plan Committee for further planning as well as to the Executive of the Assembly of School Councils and to school administrators <input type="checkbox"/> List is provided <input type="checkbox"/> Requests are tracked
2. Develop and distribute a list of elementary curriculum workshops around literacy, numeracy and assessment that can be presented to The Assembly of School Councils and Hamilton-Wentworth Home and School Council by the Ontario Curriculum Team (<i>Literacy Guidelines and EQAO information presented to The Assembly in June 2002</i>).		Ontario Curriculum Team	February 2003	<input type="checkbox"/> Parent Involvement Initiative is developed by each school as part of their SIP and monitored by the Superintendents of Education
3. Every elementary school will develop a School Improvement Plan (SIP) that includes a <i>Parental Involvement Initiative</i> (SIP-15) as outlined in the <i>School Accountability Portfolio</i>		All Elementary Principals	2002 - 2004	<input type="checkbox"/> Database is developed <input type="checkbox"/> "Statistical neighbour" schools are identified <input type="checkbox"/> Process is put in place <input type="checkbox"/> List of strategies is compiled and shared with the system
Sharing Best Practices				
1. Develop a database of school EQAO scores, key EQUIP indicators and contextual information to determine "statistical neighbour" schools (with similar contextual factors).		Research Department/Program Department/E-BEST committee	2002-2004	<input type="checkbox"/> Checklist is developed and shared with administrators <input type="checkbox"/> Superintendents of Education use checklist to provide feedback on school improvement planning in the areas of literacy and numeracy <input type="checkbox"/> Suggestions for sharing/guiding questions are provided <input type="checkbox"/> Sharing occurs at ASC meetings after the EQAO results are released
2. A process is put in place to compile and share strategies with the system.		Research Department/Program Department/E-BEST committee	2002-2004	
Monitor The School Improvement Plan (SIP)				
1. Develop an accountability instrument for Superintendents to use to monitor School Improvement Plans, specifically the Curriculum Initiative section in the areas of literacy and numeracy.		Ontario Curriculum Team/Superintendents of Education	2002-2003	
2. Use the Associated School Cluster meetings to promote the sharing of EQAO data (which will be available to all administrators through the IBM Insight Data Warehouse), school improvement planning initiatives and strategies between feeder schools and receiving schools (both elementary and secondary).		Superintendents of Education for Associated School Clusters/Ontario Curriculum Team	2002-2003	
Monitor and Review				
Review Dates	Review Data	Summary Of Results		

Initiatives Tracking

System Elementary EQAO Improvement Plan 2002-2004

Areas of Focus Common to Reading, Writing and Mathematics

Initiative	Status	Summary of Results	Recommendations
Initiatives in a Maintenance Phase			
1. ESL			
<ul style="list-style-type: none"> EQAO In-Services Monthly Itinerant ESL Teacher Meetings Educating Other Departments re: ESL/ELD Issues Elementary/Secondary ESL Connections 	<ul style="list-style-type: none"> The Elementary EQAO contact continues to provide in-service at ESL meetings at least twice a year to 1. Present results and discuss implication, and 2. Prepare ESL teachers for the upcoming EQAO assessment so they can effectively support ESL students during the actual assessment Continue to hold monthly meetings (minimum) to meet, in-service and support itinerant ESL teachers in the system Continue to heighten awareness and educate other departments (e.g., Speech & Language, Special Education, Administrators, Executive Council, Ontario Curriculum) about ESL/ELD issues and concerns (e.g., refugee children with significant gaps in their education) Continue cross-panel ESL meetings to discuss issues and concerns re: transition from elementary to secondary ESL programs, as well as ESL EQAO issues (grade 3, 6, 9, OSSLT) 		
2. Gender Differences in Literacy Performance	<ul style="list-style-type: none"> Continue to embed the awareness of gender differences and the teaching practices to address them into literacy in-services Continue to provide annual reminders to schools that the Psychological Services Information Sheets exist and are posted on Information Place: <ul style="list-style-type: none"> #10 Mathematics and Gender Differences #15 Gender Differences in Reading and Writing Continue to offer workshop(s) that address literacy, numeracy and assessment issues important to parents for the annual HWDSB Parent Conference 		
3. The Annual HWDSB Parent Conference	<ul style="list-style-type: none"> Continue to offer workshop(s) that address literacy, numeracy and assessment issues important to parents for the annual HWDSB Parent Conference 		
4. New Teacher In-Services	<ul style="list-style-type: none"> Continue providing resources and an initial awareness of the key Board initiatives around literacy and numeracy (i.e. HWDSB Literacy Guidelines, Hamilton-Wentworth/Peel Numeracy Project) to new teachers hired to the board (typically in August and in the Fall of each year) Investigate the possibility of combining this initiative with the new <i>Teacher Induction and Mentorship Program</i> (see below) 		
5. Professional Readings	<ul style="list-style-type: none"> Continue to provide professional readings (one article a month) to schools in the areas of best practice in literacy and numeracy development and assessment Continue providing relevant professional readings to the identified Literacy and Numeracy contacts in the schools Continue to provide annual reminders to administrators, as well as identified Literacy and Numeracy contacts, that recommended web sites and journals are posted on Information Place 		

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6. Capacity-Building In-services	<input type="checkbox"/> Continue to offer in-services that help build capacity for teachers and administrators around EQAO focussing on administering the assessment, and understanding how students should be prepared for the assessment, (e.g., Preparing Students for EQAO, What administrators and Learning Resource Teachers need to know about administering the EQAO assessment)		
7. Teacher Leadership	<input type="checkbox"/> Continue to provide leadership opportunities for teachers (e.g., EQAO marking/development opportunities, curriculum writing, Ministry of Education initiatives such as exemplars) and recognize teacher leadership as funding allows (e.g., honoraria, letters, certificates of recognition & appreciation)		
Initiatives in a Initial Phase			
1. Lead teachers in Literacy and Numeracy are identified in each school as per Ministry of Education early reading and early math strategies	<input type="checkbox"/> Awaiting further details of role description and expectations (expected timeline: Spring 2003) <input type="checkbox"/> The role description of the Lead Teachers in literacy and numeracy as part of the Ministry of Education initiative will need to be looked at as there already are identified literacy and numeracy contacts in some schools. However, their expectation is that they will receive information only.		
2. The Teacher Induction and Mentorship Program	<input type="checkbox"/> This program is currently in a pilot stage and will likely be expanded for the 2003-2004 school year		

System Elementary EQAO Improvement Plan 2002-2004 Reading

Committee Members: Group Facilitator: Laura Subonovich (Consultant), Wayne Joudrie (Superintendent of Education), Mary Jane Black (Vice-Principal), Deb Chabot (Principal), Jean Lewis-Knight (Parent), Sue MacDonald (Special Education Consultant), Carol Mackenzie (Curriculum Consultant), Gail Belisario (ESL/NSL/Anti-Racism Consultant), Diane Ridos (Teacher), Ken Sanford (Curriculum Consultant), Lynne Smith (Teacher)		Department Name: HWDSB EQAO System Improvement Plan Committee Time Frame: 2002 - 2004
Goal: The Hamilton-Wentworth District School Board delivers effective programs that result in improved Reading performance by all of our students.		Initiative: Establish, deliver, support and review programs that improve reading achievement for all students.
Performance Target: <i>Overall student achievement at Level 3 and 4 In HWDSB in the Grade 3 and 6 EQAO reading assessments will exceed 2002 results by the following:</i> Grade 3: (in 2003) 2 % Grade 6: (in 2004) 4 %		
Support Data: (Outcome, Process, and Demographic Data)		
Outcome Data EQAO 2002 Overall Reading Results (Levels 3&4) for HWDSB Students: Grade 3: HWDSB 49% method 1 52% method 2 Grade 3: Province 50% method 1 53% method 2 Grade 6: HWDSB 47% method 1 50% method 2 Grade 6: Province 56% method 1 58% method 2 <u>Knowledge/Skills Categories Results for HWDSB Students</u> Grade 3 Weakest knowledge/skill category – <i>Organization of Ideas</i> (8.7/20) Grade 6 Weakest knowledge/skill category – <i>Communication of Required Knowledge and Application of Conventions</i> – both scores (9.8/20) → Developmental Reading Assessment (DRA) data (JK – 3) – not yet available	Process Data <u>Student Questionnaire Data:</u> Grade 3: <i>I sometimes or regularly read at home with others:</i> 66% of boys 77% of girls Grade 6: <i>I sometimes or regularly read at home with others:</i> 44% of boys 56% of girls <u>Teacher Questionnaire Data:</u> Students participate in meaning focussed reading activities (e.g., identify elements of a story, make predictions, summarize, restate the main idea, distinguish between fact and fiction etc) at least a few times per week. Grade 3: 32% - 34% Grade 6: 14% - 26% <u>Principal Questionnaire Data:</u> Principals who report that they do not have a school wide assessment plan or policy – 27% Principals who report that they have had a family session for reading within the last two years: Grade 3: 17% Grade 6: 6% Principals who report having curriculum nights to inform parents about EQAO assessment activities: Grade 3: 21% Grade 6: 14%	Demographic Outcome Data EQAO 2002 Overall Reading Results for HWDSB French Immersion Students: Grade 3: 53% method 1 53% method 2 EQAO 2002 Overall Reading Results for ESL/ELD Students: ESL/ELD strategies captured at the beginning of the plan in the <i>Areas of Focus Common to Reading, Writing and Mathematics</i> HWDSB Grade 3: 15% method 1 Grade 6: 9% method 1 Province Grade 3: 24% method 1 Grade 6: 22% method 1 EQAO 2002 Overall Reading Results for Special Education Students: HWDSB Grade 3: 15% method 1 Grade 6: 9% method 1 Province Grade 3: 15% method 1 Grade 6: 16% method 1

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Alignment

Instructional / Assessment Strategies	Responsibility	Timelines	Indicators of Successful Strategies
Support Continued Implementation of the HWDSD Literacy Guidelines (K-8) Support schools and provide in-service/learning opportunities for school staffs to facilitate movement into the beginning and partial implementation stages of the Literacy Guidelines in the area of reading with a particular focus on high needs schools as determined by EDI, EQUIP and EQAO Board Demographic results through the Literacy Improvement Project (37%/40% of Grade 3 students and 38%/41% of Grade 6 students are achieving at Levels 1 and 2 in reading) <i>Method 1/Method 2</i>	Superintendent of Program and Assessment/ Ontario Curriculum Team/Principal of Program/Literacy Teachers	Feb. 2003 – June 2004 Sept. 2003 – Sept. 2004	<input type="checkbox"/> Reading in-services focussing on effective assessment and instructional practises will be provided in accordance with staff development standards and tracked at school, cluster and system levels <input type="checkbox"/> On going in school support provided to select schools by Literacy Teachers <input type="checkbox"/> Specific Reading in-service sessions targeted to Junior Division teachers are provided in accordance with staff development standards and tracked at school, cluster and system levels <input type="checkbox"/> Existing Literacy Consultant(s) position becomes designated as the lead for Junior Division reading initiatives <input type="checkbox"/> Budget is specifically allocated to Junior Division reading initiatives
→ Literacy Guidelines/First Steps in-service will provide direct instruction on effective teaching and assessment practices related to the following: reading process, balanced literacy, knowledge/skills categories, cross stranded integration i.e. reading and writing and cross-curricular integration → Provide in-services and support that is targeted to the Junior Division, focussing on the HWDSD Literacy Guidelines		Sept. 2003 – Sept. 2004	<input type="checkbox"/> Existing Literacy Consultant(s) position becomes designated as the lead for Junior Division reading initiatives <input type="checkbox"/> Budget is specifically allocated to Junior Division reading initiatives
Develop Assessment Literacy in Reading Develop assessment literacy in Reading by analyzing data gathered through target setting to inform instruction.	EQAO Action Plan Committee, Superintendent of Program and Assessment/ Ontario Curriculum Team/ Research Analysts, School Administrators	Feb. 2003 – Feb. 2004	<input type="checkbox"/> Data is analyzed by System EQAO Action Plan Committee (Reading) and Schools <input type="checkbox"/> System level targets are set and reviewed annually <input type="checkbox"/> System wide data gathered using the Developmental Reading Assessment (DRA), is tracked and used to monitor student improvement in Grades JK – 3 at both system and school levels <input type="checkbox"/> Ongoing DRA in-services continue to link data gathered using the assessment to appropriate instructional practises
→ Set reading improvement targets for JK – Grade 3 using the Developmental Reading Assessment (DRA) to increase the number of students achieving at Levels 3 and 4 by a minimum of 2 percentage points in 2003, 2004 and 2005 (i.e. /51%/53%/55% of Grade 3 students)	School Administrators, School Councils, School Staff	March 2003 – March 2004	<input type="checkbox"/> School level targets are set and reviewed annually using the DRA in Grades JK - 3
→ Grade 6 students are targeted to achieve Levels 3 and 4 in reading (i.e. 49%/51%/53% plus 2 percentage points each year)	School Administrators, School Councils, School Staff	March 2003 – March 2004	<input type="checkbox"/> School level targets are set and reviewed annually
→ Provide ongoing training for all elementary teachers (Primary, Junior and Intermediate) and Administrators in interpretation of assessment data as a vehicle leading to improved instruction (e.g. IBM Insight, DRA, Reading Exemplars, Report Cards, EQAO etc.)	Research Analysts/Student Services/Ontario Curriculum Team/School Administrators/Information Technology Team/Literacy Teachers	June 2003 – Sept. 2004	<input type="checkbox"/> Ongoing DRA in-services continue to link data gathered using the assessment to appropriate instructional practises JK-3 <input type="checkbox"/> Provide in-service upon request for Junior and Intermediate teachers and administrators on the use of available school assessment data to inform instruction

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Operational Strategies		Responsibility	Timelines	Indicators of Successful Strategies
Schools provide a minimum of 120 minutes of quality daily balanced literacy instruction by September 2004.		Superintendents of Schools/ School Administrators	Sept. 2004	<input type="checkbox"/> Timetables, reflecting a minimum of 120 minutes of daily balanced literacy instruction, are monitored <input type="checkbox"/> Expectation highlighted annually in an EQAO update <input type="checkbox"/> Opportunities provided for administrators to share timetabling strategies <input type="checkbox"/> Effective use of time is embedded in all literacy in-services
Schools are encouraged to move to the 120-minute target by September 2003 where feasible. All schools that cannot meet the 120 minutes in 2003 begin the process of planning for the achievement of this target.				
Schools establish expectations for students to read at home and develop strategies to facilitate the process (e.g. book bag program, book it, reading logs, reading incentives etc.)		Superintendents of Schools, School Administrators, Teachers	Sept. 2003	<input type="checkbox"/> School improvement plans reflect expectations for students reading at home and identify strategies developed to facilitate the process by offering tangible support to parents e.g., brochures, newsletters, curriculum nights, teacher interviews <input type="checkbox"/> Expectation highlighted annually in an EQAO update <input type="checkbox"/> Student questionnaire data is analyzed to track increased numbers of students reading at home
Establish an expectation that all education personnel (i.e. Teachers, Administrators, Student Services Personnel, Consultants, Educational Assistants, Literacy Teachers, Superintendents, Principals with System Responsibilities) participate in significant professional development in the area of reading instruction		Director of Education, Superintendents, School Administrators, Department Managers	Sept. 2003- June 2004	<input type="checkbox"/> Documented the Teacher Accountability Portfolio (part of the School Accountability Portfolio) <input type="checkbox"/> Documents in individual growth and/or portfolio plans
Monitor and Review				
Review Dates	Review Data	Summary Of Results		

Initiatives Tracking

Elementary EQAO System Improvement Plan 2002 - 2004

Reading

9-14

Initiative	Status	Summary of Results	Recommendations
Initiatives in a Maintenance Phase			
1. Ongoing In-service in Reading	<input type="checkbox"/> Provide on going in-service, cooperatively planned by Student Services and Curriculum Consultants, directed toward improving student skills in reading		
2. HWDSB Summer Institute	<input type="checkbox"/> Continue to focus on reading at the HWDSB Summer Institute		
3. At-Risk Readers	<input type="checkbox"/> Require that all schools have a valid process in place for at risk readers		
Initiatives in an Initial Phase			
1. Extension of The Ministry of Education Early Reading Initiative (The Early Reading Strategy will be expanded to improve student achievement as measured by the EQAO grade 6 reading test. Target setting for improvement to grade 6 reading to begin winter 2004)	<input type="checkbox"/> Training program for lead elementary teachers (focussed on effective reading instruction in the classroom and on the use of EQAO data and other data (e.g., report cards, to set grade 3 and grade 6 reading improvement targets) <input type="checkbox"/> Resources for teachers, (Technical Manual on effective teaching in early reading will feature effective instructional practices and assessment strategies) <input type="checkbox"/> Resources for teacher, (Learning Modules in user-friendly electronic formats will showcase actual examples of reading instruction)		

System Elementary EQAO Improvement Plan 2002-2004

Writing

Committee Members: Group Facilitator: Jenn George (Curriculum Consultant), Sue Pleli (Curriculum Consultant), Lynn Anderton (Early Learning Curriculum Consultant), Laura Romano (Principal), Judy Watson (Special Education Consultant), Linda Astle (Teacher), Amy Armstrong (Teacher), Nancy Lewington (School Council representative)

Department Name: HWDSB EQAO System Improvement Plan Committee
Timeframe: 2002-2004

Goal: The Hamilton-Wentworth District School Board delivers quality programs that result in improved overall Writing performance by all of our students.

Initiative: Establish, deliver, support and review programs that improve overall writing achievement for all students.

Performance Target:

Overall student achievement in the grades 3 & 6 EQAO writing assessments will exceed 2002 results.

Support Data: (Outcome, Process, and Demographic Data)

Outcome Data			Process Data			Demographic Outcome Data		
EQAO 2002 Overall Results (Levels 3&4)			Teacher Questionnaire Data:			EQAO 2002 Overall Results for HWDSB ESL Students:		
			% of Teachers who find following resources "very useful" or "indispensable" to them for teaching and assessing:					
Grade 3	HWDSB	Prov	Grade 3	Grade 3 (ESL)	HWDSB	Prov		
Method 1 (Method 2)	55% (59%)	56% (58%)		Method 1 (Method 2)	20% (35%)	30% (40%)		
Grade 6	HWDSB	Prov		Grade 6 (ESL)	HWDSB	Prov		
Method 1 (Method 2)	47% (50%)	53% (55%)		Method 1 (Method 2)	9% (20%)	22% (31%)		
Grade 3	• HWDSB student scores continue to be consistent with the provincial scores.							
	• Trends over time show the categories Reasoning and Organization of Ideas categories as relative weaknesses							
Grade 6	• HWDSB student scores continue to be lower than the provincial scores (gap between HWDSB and province is consistent over time)							
	• Trends over time show the categories Reasoning and Organization of Ideas as relative weaknesses							

Alignment

Instructional / Assessment Strategies	Responsibility	Timelines	Indicators of Successful Strategies
1. Provide in-services for teachers/ administrators that focus on understanding the instruction and assessment (e.g. holistic and analytical, teacher moderation) of writing as it relates to the knowledge/skills categories and the achievement levels.	Ontario Curriculum Team	Feb. 2002 – Dec. 2004	<input type="checkbox"/> Writing in-services in accordance with staff development standards provided as requested and tracked at school, cluster and system levels
2. Facilitate professional learning groups on the reading / writing connection to share best practices between schools / cluster of schools	Ontario Curriculum Team/ Principals/Vice Principals/ Teachers/ LO Teachers	Sept. 2003 – Dec. 2004	<input type="checkbox"/> Learning groups initiated
3. Support teachers' understanding of the writing process, emphasizing the use of a balanced instructional sequence, the recommended forms for writing and graphic organizers from the Literacy Guidelines	Ontario Curriculum Team / Principals/Vice Principals/ Teachers	Sept. 2003 – Dec. 2004	<input type="checkbox"/> Writing in-services in accordance with staff development standards provided as requested and tracked at school, cluster and system levels

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Operational Strategies		Responsibility	Timelines	Indicators of Successful Strategies
1.	On-going implementation of the K-8 Literacy Guidelines components with a focus on the reading / writing connection	Ontario Curriculum Team/ Principals/Vice Principals/ Superintendent/ Teachers	Feb. 2003 – 2004	<input type="checkbox"/> Offer and track school, cluster, system based in-services in accordance with staff development standards as required
2.	Provide all teachers / administrators with the criteria for the knowledge / skills categories in writing (as funding allows)	Ontario Curriculum Team/ Superintendent/ Teachers	Sept. 2003 – Dec. 2004	<input type="checkbox"/> Provided as a component within the Literacy Guidelines writing implementation <input type="checkbox"/> At a glance flip-charts highlighting criteria and teaching prompts provided to all schools
Monitor and Review				
Review Dates	Review Data		Summary Of Results	

Initiatives Tracking

EQAO System Improvement Plan 2002-2004

Writing

Initiative	Status	Summary of Results	Recommendations
Initiatives in a Maintenance Phase			
1. Recommended Resource Lists	Continue to promote the use of appropriate quality resources by encouraging the use of the Literacy Guidelines and the grade by grade recommended resource list, in making school purchases of Literacy Resources to assist teachers		
2. Technology Support	Continue to provide strategies for the use of technology in writing for a variety of purposes and a variety of audiences (e.g., in-service, Teaching in Technology newsletter, Library Talk etc.)		
Initiatives in a Initial Phase			
1. Cross curricular writing by division	Promote the awareness and understanding of the cross-curricular nature of writing (e.g., teach procedure in science, communication in math, etc.)		

System Elementary EQAO Improvement Plan 2002-2004 Mathematics

Committee Members: Group Facilitator: Joanne Languay (Consultant), Krys Croxall (Superintendent), Gisele Portelance (Consultant), Deb Sprentz (Consultant), Sharron Ciannavei (Principal), Sandie Rowell (Teacher), Dan Subonovich (Teacher), Jeff Reynolds (Parent and School Council Chair)

Department Name: HWDSB EQAO System Improvement Plan Committee
Timeframe: 2002-2004

Goal: The Hamilton-Wentworth District School Board delivers effective programs that result in improved Mathematics performance by all of our students.

Initiative: Establish, deliver, support and review programs that improve overall mathematics achievement for all students.

Performance Target:

Overall student achievement in HWDSB in the grades 3 & 6 EQAO mathematics assessments will exceed 2002 results.

Support Data: (Outcome, Process, and Demographic Data)

Outcome Data		Process Data		Demographic Outcome Data	
EQAO 2002 Overall Math Results (Levels 3 & 4):		Student Questionnaire Data:		EQAO 2002 Overall Math Results for French Immersion Students:	
Grade 3 HWDSB: 52% method 1 56% method 2	Grade 6 HWDSB: 42% method 1 45% method 2	Grade 3: I use a calculator to learn mathematics at school: 53% yes 35% sometimes 6% no I use a computer to learn mathematics at school: 21% yes 35% sometimes 41% no	Grade 6: I use a calculator to do mathematics at school: 6% yes 36% sometimes 56% no I use a computer to do mathematics at school: 7% yes 56% sometimes 36% no	Grade 3 HWDSB: 48% method 1 48% method 2	Grade 3 Province: 68% method 1 69% method 2
Province: 58% method 1 61% method 2	Province: 54% method 1 56% method 2			EQAO 2002 Overall Math Results for ESL/ELD Students:	
Lowest knowledge/skill category (HWDSB): <input type="checkbox"/> Communication of Required Knowledge (8.6/20), then	Lowest knowledge/skill category (HWDSB): <input type="checkbox"/> Communication of Required Knowledge (8.9/20), then	Teacher Questionnaire Data:		ESL/ELD strategies captured at the beginning of the plan in the Areas of Focus Common to Reading, Writing and Mathematics	
<input type="checkbox"/> Problem Solving (9.1/20)	<input type="checkbox"/> Problem Solving (9.4/20)	How many minutes per day do your grade 3/6 students spend on mathematics and mathematics-related activities?:		Grade 3 HWDSB: 24% method 1 40% method 2	Grade 6 HWDSB: 14% method 1 25% method 2
Lowest knowledge/skill category (Province): <input type="checkbox"/> Communication of Required Knowledge (9.1/20), then	Lowest knowledge/skill category (Province): <input type="checkbox"/> Communication of Required Knowledge (9.8/20), then	What professional development have you had in the theory and practice of mathematics instruction and/or assessment? (top 3 responses):		Grade 3 Province: 40% method 1 50% method 2	Grade 6 Province: 35% method 1 46% method 2
<input type="checkbox"/> Problem Solving (9.5/20)	<input type="checkbox"/> Problem Solving (10.1/20)	Grade 3: 74% - school-related activities 70% - board-related activities 70% - self-instruction/professional reading	Grade 6: 60% - board-related activities 54% - self-instruction / professional reading 53% - school-related activities		

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Alignment

Instructional/Assessment Strategies		Responsibility	Timelines	Indicators of Successful Strategies
HWDSB Numeracy Resource Begin the development of a HWDSB Numeracy Resource that answers the question: <i>What does a balanced/effective mathematics program look like in the primary, junior and intermediate divisions.</i> Components to be considered include:		The Ontario Curriculum Team / Information Technology Team/ some Teachers/ some Administrators	2003-2004 and beyond	<input type="checkbox"/> The development of the resource begins after the release of the Ministry of Education Technical Manual from the Early Math Strategy <input type="checkbox"/> Writing Steering Team established to coordinate work
1) The Technical Manual from the Ministry of Education Early Math 2) Instructional Leadership 3) Developing Teacher Assessment Literacy in Mathematics 4) The Hamilton-Wentworth/Peel Numeracy Project 5) The Ministry of Education Mathematics Exemplars 6) The Knowledge/Skills Categories 7) Planning – The Suggested Mathematics Delivery Plan 8) Timetabling 9) Technology 10) Materials 11) Resources 12) Transitioning – from elementary to secondary school 13) Home Connections – Parent's Guide				
Capacity Building - Teacher Understanding of Elementary Mathematics 1. One teacher from every school will attend the half-day Ministry-Sponsored in-service on <i>Making Sense of Elementary Mathematics: Improving Student Learning</i> . Topics addressed: How we teach should be based on what the research tells us about how children learn mathematics. What are the "big ideas" in elementary mathematics? What does it mean to be mathematically proficient? 2. Provide similar in-service targeted at administrators with invitations to other departments (e.g., Special Education)		Elementary Mathematics Consultant/Craig Featherstone (Guest Presenter)	February 2003	<input type="checkbox"/> One teacher per school attends the half-day in-service <input type="checkbox"/> Feedback is provided to guide future planning
French Immersion 1. Meet with French Immersion Principals and do a needs assessment in the area of French Immersion programming (What do you have? What do you need?) to set future directions. 2. Targeted in-services at 3 sites are offered for every French Immersion primary teacher on mathematics instruction and assessment with an emphasis on <i>Communication of Required Knowledge</i> (with the possibility of offering similar in-services for junior and intermediate teachers). Teachers will be asked what they need to support French Immersion mathematics instruction and assessment in order for students to be successful on the grade 3 EQAO assessment. Future support based on feedback received.			FSU/French Immersion Consultant FSU/French Immersion Consultant/French Immersion Principals	February 2003 – June 2003 March 2003 – April 2003
Operational Strategies Questions from Previous EQAO Assessments 1. Every month, a primary (grade 3) and junior (grade 6) question from previous EQAO assessments is sent to the identified numeracy contact in each school (or to principals in schools where numeracy contacts have not been identified). French Immersion schools will receive a primary (grade 3) question in French. This initiative will be done on a trial basis from February – June 2003 and if feedback is positive, it can continue next year as well.		Responsibility Elementary EQAO Consultant	Timelines February 2003 – June 2003	Indicators of Successful Strategies <input type="checkbox"/> Questions are sent monthly to identified numeracy contacts, (and to principals in situations where numeracy contacts have not been identified) <input type="checkbox"/> Schools provide feedback on the usefulness/value of this initiative
Review Dates		Monitor and Review		
Review Data		Summary Of Results		

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Initiatives Tracking

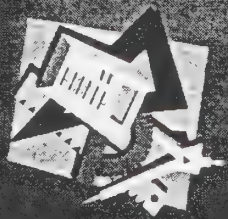
System Elementary EQAO Improvement Plan 2002-2004

Mathematics

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Initiative	Status	Summary of Results	Recommendations
Initiatives in a Maintenance Phase			
1. The Suggested Mathematics Delivery Plan, Grades 1-8	<input type="checkbox"/> Plan is revised based on feedback from teachers and distributed to schools in time for September 2003 for the 2003-2004 school year		
2. Implementation of the Knowledge/Skills Categories in Mathematics (with an emphasis on Communication of Required Knowledge and Problem Solving)	<input type="checkbox"/> Continue to promote and support <i>Communication of Required Knowledge</i> (e.g., math terminology, word walls, journals) and <i>Problem Solving</i> (e.g., models, strategies) as required (e.g., in-services at the school and cluster level)		
3. Implementation of the Hamilton-Wentworth/Peel Numeracy Project grades 1-8	<input type="checkbox"/> Continue to promote and provide differentiated support on the Numeracy Project, particularly for new teachers and those teachers who have not had the opportunity to attend previous in-services on the project		
4. Implementation of the Ministry of Education Mathematics Exemplars grades 1-8	<input type="checkbox"/> Continue to promote and support the mathematics exemplars as required (e.g., in-services at the school and cluster level) <input type="checkbox"/> Continue to offer workshops on mathematics education to be considered for the annual HWDSB Parent Conference		
5. Educating Parents on the Ontario Curriculum Mathematics document, grades 1-8	<input type="checkbox"/> Continue to provide schools with support in co-planning parent information nights around the "new" mathematics curriculum <input type="checkbox"/> Continue to offer workshops on mathematics education to be considered for the annual HWDSB Parent Conference		
Initiatives in a Initial Phase			
1. Implementation of the Ministry of Education Early Mathematics Strategy as required (estimated timeline Spring - December 2003)	Information received to date: <input type="checkbox"/> Technical manual to be released focussing on effective instructional practices and assessment strategies in early math <input type="checkbox"/> Learning modules will showcase actual examples of mathematics instruction <input type="checkbox"/> Training program for lead elementary teachers (1 from every school with JK-3) on effective math instruction in the classroom and on the use of EQAO data and other data (e.g., report cards) to set grade 3 math improvement targets (possibly 2003-2004 school year)		

**SYSTEM SECONDARY EQAO
IMPROVEMENT PLAN
2002-2004
MATHEMATICS - GRADE 9**



System Improvement Plan: Curriculum Initiative – Grade 9 Mathematics

Committee Members: Judy Langsner (Vice-Principal, Parkside High School), Helen McGregor (Vice-Principal, Barton Secondary School), Kathy Scarth (Secondary School Reform Consultant), Cherie Gates (Math Dept Head), Paul Hargot (Math Dept Head), Mike Gimell (Math Dept Head), Jackie Volterman (Math Dept Head), Kim Wenzel (Math teacher).

Board Name: The Hamilton-Wentworth DSB **Timeframe:** 2003-2005

Goal: The Hamilton-Wentworth District School Board delivers effective programs that result in improved mathematics performance by all our students

Initiative: Establish, deliver and review programs that improve mathematics achievement for all students

Performance Target: Improve overall student achievement in grade 9 mathematics.

Support Data: (Outcome, Process, and Demographic Data)

Overall EQAO Results (Method 1)

	Academic		Applied	
	Board	Province	Board	Province
2001-2002	Pass %	97	94	80
2000-2001	Pass %	87	89	63
2001-2002	Level 3 or 4 %	66	63	20
2000-2001	Level 3 or 4 %	47	50	14

Percentage of Students with Level 3 or 4 - Method 1 (2001-2002)

	Academic	Applied
Knowledge/Understanding	70	25
Application	70	14
Problem Solving	54	19
Communication	56	11

Teacher Questionnaire Data - Applied (Province)

- 65% of the teachers indicated that their students had access to computers at school (either during or after class) **only a few times during the course or never, or hardly ever**
- 52% of the teachers indicated that their students had access to graphing calculators at school (either during or after class) **only a few times during the course, or never or hardly ever**
- 6% indicated that they had used dynamic geometry software **at least a few times a month**

Teacher Questionnaire Data - Academic (Province)

- 63% of the teachers indicated that their students had access to computers at school (either during or after class) **only a few times during the course or never, or hardly ever**
- 41% of the teachers indicated that their students had access to graphing calculators at school (either during or after class) **only a few times during the course, or never or hardly ever**
- 8% indicated that they had used dynamic geometry software **at least a few times a month**

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Alignment			
Strategies	Responsibility	Timelines	Indicators of Successful Strategies
Instructional/Student Assessment Strategies: Instructional Strategies <ul style="list-style-type: none"> Increase students' opportunities to demonstrate problem solving and communication skills with a view to improving achievement <ul style="list-style-type: none"> add questions and problem solving activities to the previously created data bank and edit where necessary central reproduction of the data bank and creation of an electronic bank in a variety of media formats Increase students' opportunities, particularly at the Applied level, to demonstrate application skills with a view to improving achievement <ul style="list-style-type: none"> support and increase the use of technology in all mathematics classes (e.g. graphing calculators, motion detectors, Geometer's Sketchpad, Fathom) Increase students' opportunities for success at the Applied level. <ul style="list-style-type: none"> re-examine the Grade 9 Applied curriculum with support materials expected from the Ministry – June 2003 	Secondary writing team; Math teachers Consultants (Program and I.T.) Administration, Dept. Heads, Math teachers, Consultants (Program and I.T.) Consultants, Dept. Heads, Ministry	March 2003 - Oct. 2004 March 2003 - June 2004 March 2003 - June 2004 March 2003 - June 2004	<input type="checkbox"/> Materials created <input type="checkbox"/> Materials distributed to the system <input type="checkbox"/> Material added to website <input type="checkbox"/> Survey of Grade 9 teachers indicates more frequent use of materials with students. <input type="checkbox"/> Initial and follow-up survey regarding use of technology (frequency, type, etc) <input type="checkbox"/> Curriculum review and/or adaptations take place.
Student Assessment Strategies <ul style="list-style-type: none"> count EQAO assessment as minimum of 5% of the final mark for Grade 9 academic and applied courses - ideally this should include a significant evaluation from the three booklets continue to model good evaluation strategies by including multiple choice, short answer, extended task, multi-step investigations, group problem solving activities etc. 	Dept. Heads, Math teachers Dept. Heads, Math teachers	June 2003 – June 2004 March 2003 - June 2004	<input type="checkbox"/> Schools have included the EQAO assessment as part of the final mark (survey). Included on course description and/or evaluation policy. <input type="checkbox"/> Survey to determine breadth of evaluation strategies. Before and after in-service provided.

Operational Strategies:

<ul style="list-style-type: none"> Improve communication to all stakeholders (parents, students, teachers, administrators) <ul style="list-style-type: none"> school administration to highlight the importance of the test by reducing the distractions during the testing period e.g. no announcements, field trips, athletics – emails to all administrators and shared at system meeting work with Grade 8 teachers and schools to promote understanding of Grade 9 curriculum, appropriate placement etc. improvement of Board Website to provide links to EQAO practice material, posting of the Grade 8 pamphlet, tips for parents improved technology to improve interschool communication (teachers, schools, Heads) e.g. First-class or other software Provide opportunities for improved student achievement <ul style="list-style-type: none"> increase the number of early dismissal days to maximize release time for teachers (see Staff Development and Training) increase appropriate placement in math classes e.g. spectrum of courses available, diagnostic testing, timetabling to allow cross-overs between levels continue to facilitate the provision of remedial opportunities (Grade 7/8 summer school, STEP program, after-school remediation, peer tutoring) have technology available for student use and in good working order – batteries, computers, technology etc. Investigate opportunities with the Ministry to dialogue about adapting the Grade 9 curriculum 	<p>Secondary Admin., SOEs</p> <p>Elem./Sec. Principals and Math Heads</p> <p>I.T. Dept; Consultant</p> <p>IT Dept Consultant, Math heads</p> <p>Trustees or Supervisor</p> <p>Sec./Elem. Admin Dept. Heads, Student Services and Teachers;</p> <p>Con. Ed. Dept.</p> <p>I.T. Dept. Math Heads</p> <p>Ministry Program Consultant</p>	<p>March 2003 - June 2004</p> <p>March 2003 - June 2004</p> <p>March 2003 - June 2004</p> <p>March 2003 - June 2004</p> <p>March 2003 - June 2005</p> <p>March 2003 - June 2004</p> <p>March 2003 - June 2005</p> <p>March 2003 - June 2004</p> <p>March 2003 - Dec. 2003</p>	<p><input type="checkbox"/> Information sharing occurs via Consultant at regular monthly Math teachers' meetings. Polling of Math Heads at regular monthly meetings.</p> <p><input type="checkbox"/> Meetings take place</p> <p><input type="checkbox"/> Board website has links to EQAO practice material</p> <p><input type="checkbox"/> Software for teacher communication is in operation and is utilized</p> <p><input type="checkbox"/> Early-leaving days occur</p> <p><input type="checkbox"/> Information sharing occurs via Consultant at regular monthly Math teachers' meetings.</p> <p><input type="checkbox"/> Remedial classes held by Con. Ed Dept. Success rates of students who have taken part in remedial classes improves.</p> <p><input type="checkbox"/> More technology available as reported in the survey</p> <p><input type="checkbox"/> Grade 9 Curriculum adapted</p>
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Staff Development and Training:

<ul style="list-style-type: none"> ▪ Increase release time through traditional and creative avenues to accommodate the volume of in-servicing required (see below) <ul style="list-style-type: none"> a) at the individual school's discretion due to the diversity of students in schools in our system, AND b) at the system level to address common areas of concern. ▪ Identify staff development needs by surveying Math Dept. Heads and Grade 9 teachers ▪ Provide staff development to support the instructional and assessment strategies such as: <ul style="list-style-type: none"> - teaching methodology - teaching strategies for applied, ESL and identified students - teaching technology- Geometer's Sketchpad, Fathom, graphing calculators - assessment and evaluation of : m/c, short answer, extended tasks, multi-step investigations, four categories of achievement ▪ Develop teacher leadership in areas of mathematics education through <ul style="list-style-type: none"> - math teachers/heads meetings - sharing ideas and resources via software - conferences - workshops 	<p>Trustees Superintendents Administrators</p>	<p>2003-2004 School Year</p>	<p><input type="checkbox"/> Time allocated through traditional and creative avenues</p>
	<p>Dept. Heads</p>	<p>Spring 2003</p>	<p><input type="checkbox"/> Data gathered.</p>
	<p>Dept. Heads, Consultants</p>	<p>March 2003 - June 2005</p>	<p><input type="checkbox"/> In-services held.</p>
	<p>Consultant Math heads Teachers</p>	<p>March 2003 - June 2005</p>	<p><input type="checkbox"/> An increase in the number of teachers involved on these professional activities is noted on the survey</p>

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**SYSTEM SECONDARY EQAO
IMPROVEMENT PLAN
2002-2004
LITERACY / OSSLT (GRADE 10)**



System Improvement Plan: Curriculum Initiative – Literacy 1 (OSSLT)

Committee Members: Kathy Starodub, Committee Co-chair (Principal, Highland Secondary), Ern Del Sordo, Committee Co-chair (Vice-Principal Sir Allan MacNab), Kathy Scarth (Secondary Reform Consultant), Kathy Joynt (teacher), Anita Mochar (teacher), Dino LaPorta (teacher) Anna Kachmar (LRT)

Board Name: The Hamilton-Wentworth District School Board
Timeframe: 2003 - 2005

Goal: The HWDSB delivers quality programs that result in improved performance by all students on the OSSLT

Initiative: To establish, develop, deliver, support and review programs that improve achievement for all students on the OSSLT

Performance Target: To increase the aggregate number of students passing the OSSLT in order to at least match the provincial average, targeting, in particular, the Applied Level students.

Support Data: (Outcome, Process and Demographic Data)

Overall Results – February 2002 (percentage successful in both reading and writing)				Overall Results – October 2000 (percentage successful in both reading and writing)				Student Questionnaire Data			
Method 1	Board	All Students	66%	Method 1	Board	All Students	57%	<i>I write in English outside school for three or more hours a week (not counting homework) – this includes email, chat-rooms, diaries, letters, song lyrics, stories etc.</i> BOARD Females 35% Males 23% PROVINCE Females 33% Males 25%			
		Academic	83%								
		Applied	32%								
		Loc Dev	8%								
	Province	All Students	69%		Province	All students	61%				
		Academic	83%								
		Applied	38%								
		Loc Dev	7%								
Method 2	Board	All Students	73%	Method 2	Board	All students	66%				
		Academic	87%								
		Applied	39%								
		Loc Dev	17%								
	Province	All Students	75%		Province	All students	68%				
		Academic	87%								
		Applied	44%								
		Loc Dev.	12%					<i>I read English outside school for three or more hours a week (not counting homework) – this includes, fiction, biographies, letters, comics, magazines, newspapers, internet material, religious readings, etc.</i> BOARD Females 38% Males 30% PROVINCE Females 39% Males 31%			

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Strategies		Alignment		
Instructional/ Student Assessment Strategies (Reading/Writing):	Responsibility	Timelines	Indicators of Successful Strategies	
<ul style="list-style-type: none">Increase/co-ordinate cross-curricular opportunities to practise reading/writing skills:<ul style="list-style-type: none">(a) Teachers to implement practice activities that have been developed at the school level for all Grade 9 classes—this may be continued in the fall of Grade 10. (The practice activities could be embedded in the current curriculum and developed by each subject area.)(b) Teachers to model and reinforce writing strategies for the Summary, News Report, Information Paragraph and the Paragraphs Expressing an Opinion for students in Applied courses.(c) Teachers to include OSSLT type reading/ writing tasks on major evaluations particularly in Applied Level Courses.(d) In addition to increasing the frequency of OSSLT-type reading/writing tasks in the subject areas, schools to consider the use of TAG/homeroom time to practise reading/writing activities.(e) Schools share their practice activities with the central EQAO committee so the information can be distributed to other schoolsImprove student's time-management skills so that the percentage of students leaving blank sections or writing off-topic is reduced (19% on the Summary)<ul style="list-style-type: none">(a) Teachers to implement timed practice activities that are provided by EQAO or produced and printed by the central HWDSEB EQAO committee (teachers model and reinforce time-management skills in Applied level classes).(b) Teachers to place a greater emphasis on the quality of student work--legible, on-topic, in complete sentences using keywords from the questions in any answers—in the Applied level courses.Increase students' ability to make connections and draw inferences<ul style="list-style-type: none">(a) Teachers will apply knowledge of reading strategies as a result of system PD to assist students in Applied level courses in developing effective reading skills.	<p>Department Heads and Teachers (with support from the central EQAO Committee and Principals)</p> <p>Central EQAO Comm.</p> <p>Teachers</p> <p>Principal TAG Committee</p> <p>School Literacy Committee/ Central EQAO Committee</p> <p>Central EQAO Committee</p> <p>Department Heads Teachers</p> <p>Dept head Teachers of Applied</p> <p>SO Program/SSR and OT consultants/ Teachers</p>	<p>Mar 2003 - Mar 2004</p> <p>Sept. 2003 - June 2004</p> <p>During 2003-2004 and 2004-2005 school years</p> <p>Spring 2004</p> <p>Material prepared Fall 2003</p> <p>Material used 2003-2005</p> <p>Mar 2003- June 2005</p> <p>In-services May 2003, Fall 2003</p>	<ul style="list-style-type: none"><input type="checkbox"/> Current reading/writing examples are shared (Lambton-Kent, Highland)<input type="checkbox"/> Principals provide time for staff to create new reading/writing material that reflects the school culture and neighbourhood<input type="checkbox"/> Practice material more appropriate for Applied Level students is created – especially for the summary – by the central EQAO committee<input type="checkbox"/> Teachers report using OSSLT questions on major evaluations<input type="checkbox"/> TAG structures modified where appropriate to include writing activities<input type="checkbox"/> Material submitted to central EQAO Committee to be shared with the system<input type="checkbox"/> Test booklets centrally created by EQAO Literacy Committee and distributed to schools<input type="checkbox"/> Schools polled regarding usefulness of practice booklet<input type="checkbox"/> Stressed in annual spring and fall in-services – poll taken to learn of initiatives<input type="checkbox"/> System PD takes place<input type="checkbox"/> Feedback from teachers at system in-service	

System Improvement Plan: Curriculum Initiative – Literacy 2 (OSSLT)

Committee Members: Kathy Starodub, Committee Co-chair (Principal, Highland Secondary), Em Del Sordo, Committee Co-chair (Vice-Principal Sir Allan MacNab), Kathy Scarth (Secondary Reform Consultant), Kathy Joynt (teacher), Anita Mohar (teacher), Dino LaPorta (teacher), Anna Kachmar (LRT)

Board Name: The Hamilton-Wentworth District School Board
Timeframe: 2003 - 2005

Goal: The HWDSB delivers quality programs that result in improved performance by all students on the OSSLT

Initiative: To establish, develop, deliver, support and review programs that improve achievement for all students on the OSSLT
Performance Target: To improve the number of ESL students passing the OSSLT with a view to meeting the provincial average

Support Data: (EQAO Literacy Test – Overall Results by Program)

Method 1:	Provincial - ESL	Provincial - Other	Board - ESL	Board - Other
Successfully completed the OSSLT	17%	70%	9%	68%
Method 2:				
Successfully completed the OSSLT	37%	76%	22%	74%

Alignment

Instructional/ Student Assessment Strategies (Reading/Writing):	Strategies	Responsibility	Timelines	Indicators of Successful Strategies
<ul style="list-style-type: none"> Teachers assess all grade 9 students in first weeks of school to determine literacy needs and correct program placement Teachers create reading/ writing tasks for the ESL program that incrementally build to the level of the OSSLT, incorporate questions into daily practice assessment and evaluation and embed reading/writing tasks similar to OSSLT in ESLEO, ELDDO curriculum Teachers identify ESL students for remediation and timetable in ELS3O1 or after-school literacy programs Develop an ESL two-week whole literacy focus in order to familiarize students to the logistics of the test (focus on first time readers/ writers of English) <ul style="list-style-type: none"> Teachers to re-teach / reinforce test taking skills and following instructions Every department, with an ESL component, to explore teaching reading/writing in the content areas and to focus on how to teach students to develop reading/ writing skills and every subject area with an ESL component to have a reading and writing question similar to an EQAO question on every major evaluation 		<p>Guidance, ESL Head and Teacher, English Dept. Head</p> <p>ESL Consultant</p> <p>ESL teachers</p> <p>Central EQAO Literacy Committee</p> <p>Guidance, ESL Head and Teacher, English Dept. Head</p> <p>All teachers of subjects with ESL components</p> <p>All departments and teachers of subjects with an ESL component</p>	<p>2003 - 2004</p> <p>April 2003- June 2004</p> <p>Sept 2003- June 2003</p> <p>Sept 2003 - June 2004</p> <p>Sept 2003- June 2004</p>	<p><input type="checkbox"/> Success of students in their programs as indicated by the report card marks</p> <p><input type="checkbox"/> Tasks are created and teachers report using them in their curriculum</p> <p><input type="checkbox"/> More ESL students in ELS3O1 and/or after-school literacy</p> <p><input type="checkbox"/> Test results from the students week 1 and week 2</p> <p><input type="checkbox"/> Information packages sent to parents</p> <p><input type="checkbox"/> Questions occur in the major evaluations and are shared via the Central EQAO Assessment Committee</p>

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System Improvement Plan: Curriculum Initiative – Literacy 3 (OSSLT)

Committee Members: Kathy Starodub, Committee Co-chair (Principal, Highland Secondary), Em del Sordo, Committee Co-chair (Vice-Principal Sir Allan MacNab), Kathy Scarth (Secondary Reform Consultant), Kathy Joynt (teacher), Anita Mohar (teacher), Dino LaPorta (teacher), Anna Kachmar (LRT)

Board Name: The Hamilton-Wentworth District School Board
Timeframe: 2003 - 2005

Goal: The HWDSD delivers quality programs that result in improved performance by all students on the OSSLT

Initiative: To establish, develop, deliver, support and review programs that improve achievement for all students on the OSSLT

Performance Target:

1. To continue to support special needs students and maintain a success rate that matches the province.
2. To continue to support students who fail the OSSLT and maintain a success rate that matches the province.

Support Data: (EQAO Literacy Test – Overall Results by Program)

Method 1:	Provincial – Special Needs	Provincial - Other	Board – Special Needs	Board- Other
Successfully completed the OSSLT	34%	74%	32%	69%
Method 2:				
Successfully completed the OSSLT	40%	80%	36%	77%

Alignment

Strategies	Responsibility	Timelines	Indicators of Successful Strategies
Instructional/ Student Assessment Strategies (Writing/Reading):			
a) Teachers employ computer software programs to develop/improve reading/writing skill <ul style="list-style-type: none"> Utilize Reading and Writing Achievement software program Utilize "Dragon Naturally Speaking" Program Utilize Kurzweil 3000 software 	LRTs	Mar. 2003 – June 2004	<input type="checkbox"/> Software obtained and in use as reported by LRTs
b) School Literacy Committees develop school-based initiatives in order to develop/improve writing skills <ul style="list-style-type: none"> Peer Mentoring in open grade 9 classes with academic students assisting applied students Re-teach and reinforce test-taking skills and following-instruction skills in all grade 9 and 10 classes Test all grade 9's in first weeks of school using CAT to determine literacy needs Run After-School Literacy Program Review accommodation needs of grade 9 population and prepare IEPs for appropriate students Reading Buddies programme 	Principal/Literacy Committee/Cabinet LRTs Principals/Con. Ed. LRTs	Mar 2003 – June 2004	<input type="checkbox"/> Peer mentors chosen and trained <input type="checkbox"/> Grade 9s tested and results used to place students appropriately <input type="checkbox"/> After-school programs offered <input type="checkbox"/> Enrolment in special programs (Reading Buddies, Peer mentoring) increases

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<p>c) Local Literacy Committee to provide materials designed to develop/improve reading skills</p> <ul style="list-style-type: none">• Have reading material appropriate for students at different levels in all classrooms and library• Provide high-interest, low-reading level materials for emerging learners• "S.F.A." programme• "Open Court" programme• Stop Everything and Read Program	<p>Principal, Literacy Committee, Cabinet</p>	<p>Mar 2003 – June 2004</p>	<div><input type="checkbox"/> Reading materials available in classrooms and library</div> <div><input type="checkbox"/> Number of students accessing reading programs increases</div>
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System Improvement Plan: Curriculum Initiative – Literacy 4 (OSSLT)

Committee Members: Kathy Starodub, Committee Co-chair (Principal, Highland Secondary), Em Del Sordo, Committee Co-chair (Vice-Principal Sir Allan MacNab), Kathy Scarth (Secondary Reform Consultant), Kathy Joynt (teacher), Anita Mohar (teacher), Dino LaPorta (teacher), Anna Kachmar (LRT)

Board Name: The Hamilton-Wentworth District School Board
Timeframe: 2003 - 2005

Goal: The HWDSB delivers quality programs that result in improved performance by all students on the OSSLT

Initiative: To establish, develop, deliver, support and review programs that improve achievement for all students on the OSSLT

Performance Target: To reduce the gap between the percentage of males passing the OSSLT and the percentage of females passing the OSSLT by improving the scores of the male students

Support Data: (EQAO Literacy Test – Overall Results by Program)

Method 1:	Provincial Females	Provincial Males	Board Females	Board Males
Successfully completed the OSSLT	75%	64%	72%	61%

Method 2:	Successfully completed the OSSLT	80%	70%	79%	68%
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Strategies		Alignment			
Instructional/ Student Assessment Strategies (Reading/Writing):		Responsibility	Timelines	Indicators of Successful Strategies	
<ul style="list-style-type: none"> Central EQAO Literacy Committee supervises the development of reading/ writing tasks in all subject areas using material that is of interest to male students (compiled into a binder with at least 5 samples of each type of OSSLT question) Principals make computer labs available for all students, especially males, to practise OSSLT type questions Teachers utilize materials in all courses that are of interest to both male and female students 		Central EQAO Literacy Committee	Sept 2003- June 2004	<input type="checkbox"/> Binder of tasks created, distributed and use reported	
		Principals	Sept 2003 – June 2004	<input type="checkbox"/> Labs available	
		Principal Teachers	Sept 2003 – June 2004	<input type="checkbox"/> Material carefully chosen and popular choices shared with Central EQAO Literacy Committee	

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Operational Strategies for Literacy 1, 2, 3 and 4:

Parent Awareness and Involvement	EQAO Central Literacy Committee Principals School Literacy Committees	Mar 2003- June 2004	<input type="checkbox"/> Letters sent to parents <input type="checkbox"/> Information nights held <input type="checkbox"/> Brochures created and sent home <input type="checkbox"/> Website has links and sample questions
1. Principals continue to send letters to parent/guardian to make them aware of the OSSLT 2. Principals involve parents through the provision of suggested strategies and activities to be completed at home 3. Principals hold information nights for students and parents 4. Consultant continues to supply EQAO practice material to the media 5. Consultant places links to the EQAO website and practice material on the HWDSB website			
School Operations	Principals, Vice-principals Student Services LRTs School Literacy Committees	Mar 2003- June 2004	<input type="checkbox"/> More Learning Strategies classes offered (compare to 2002-03) <input type="checkbox"/> More ELS3O1 classes offered (compare to 2002-03) <input type="checkbox"/> Computer labs more available
1. LRTs improve early-identification of at-risk students 2. Vice-principals and LRTs support at risk students with effective time-tabling 3. Vice-principals and LRTs increase the use of the Learning Strategies Curriculum in Grade 9 4. Student Services Dept. increase the use of ELS3O1 (Grade 11 Literacy course) – even for Grade 10 students 5. Vice-principals attempt to timetable students who fail ENG1P or ENG2P into a semester one English class the following year. 6. Principals have computer labs available for students to practise using software packages designed to reflect OSSLT questions 7. Student Services Departments store the records of students so that we can track students who were unsuccessful on the test. (Keep one copy of the results in the OSR and a second organized by cohort in a binder in the Main Office or LRT room) 8. Principals and Continuing Education Dept. offer after-school literacy program 9. Principals and LRTs continue to liaise with feeder schools and direct students to STEP program			
Central Committee Operations	Con. Ed Dept Principal	Mar 2003- June 2004	<input type="checkbox"/> More Learning Strategies classes offered (compare to 2002-03) <input type="checkbox"/> More ELS3O1 classes offered (compare to 2002-03) <input type="checkbox"/> Computer labs more available <input type="checkbox"/> More classes of STEP being run in the summer <input type="checkbox"/> More after-school literacy classes held
1. EQAO Central Literacy Committee provides an opportunity for schools to select reading material for Applied and Essential level programs at a Literacy Fair (high interest –low-vocabulary fiction, appropriate non-fiction) funded from after-school literacy program revenue 2. EQAO Central Literacy Committee continues to provide practice booklets to schools to enable students to practise time-management skills 3. EQAO Central Literacy Committee continues to provide lists of exemplary practices from the schools in our system 4. EQAO Central Literacy Committee continues to provide models of OSSLT questions for subject areas in Grade 9 and 10 created by schools in our system 5. EQAO Central Literacy Committee presents at Phase 10 Workshop at the Ministry and also attends Workshops from other boards on Literacy and At-Risk students to improve knowledge base	Central EQAO Literacy Committee Con. Ed.		

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HWDSB Operations	SOEs, Trustees, administrators	Fall 2003	<input type="checkbox"/> Literacy Fair takes place and funding is available from after-school literacy courses to purchase resources <input type="checkbox"/> Practice booklets continue to be shipped out to schools as requested <input type="checkbox"/> Exemplary practices shared at literacy team In-services. List of best practices increases. <input type="checkbox"/> Models of OSSLT questions in reading and writing in all subject areas shared at literacy team In-services <input type="checkbox"/> Phase 10 presentation made and other workshops attended and information shared
1. School staffing model allows for smaller classes for at-risk students where feasible 2. Additional funding allocated for extra literacy resources (such as reading materials, computer software, site licences) and speakers (for school and system workshops). 3. SO responsible for Information Technology develops a database of school EQAO scores, key EQUIP indicators and contextual information to determine "statistical neighbour" schools		June 2003	<input type="checkbox"/> Letter is translated and distributed
ESL 1. ESL Department Heads work closely with the English Department Head to ensure that all Grade 9 students are appropriately placed 2. Principal arranges a translation of material about OSSLT to be sent home in order to inform parents of strategies and programs available to help their child	ESL Dept. Head/English Head Principal SWISH	June 2003	<input type="checkbox"/> Letter is translated and distributed
MALE/FEMALE 1. Central EQAO Literacy Committee creates a list of reading material that will engage male students 2. Central EQAO Literacy Committee creates a list of speakers with expertise in male adolescent literacy for schools to use in staff meetings, workshops and early leaving days	Central EQAO Committee	Fall 2003	<input type="checkbox"/> List of materials created and distributed <input type="checkbox"/> List of speakers created and distributed
SPECIAL EDUCATION/REMEDIAL STUDENTS 1. LRTs make more use of IEPs for non-exceptional at-risk students 2. School IT teacher places OSSLT practice software on school network and offers free licensed copies to the student body 3. Principal or LRT purchase software and site licences (Reading and Writing Achievement, Kurzwel, Dragon Naturally Speaking) 4. Principal purchase testing materials (CAT/3) 5. LRT works with the English department to ensure at-risk Grade 9 students are tested and properly placed 6. LRT works with LRT from feeder schools to ensure that students are properly placed	LRTs, Spec. Ed Consultants, IT Consultant, Administrators	Mar - Dec. 2003	<input type="checkbox"/> Number of non-IPRC accommodated students on OSSLT increases <input type="checkbox"/> Software purchased and on network <input type="checkbox"/> Testing materials purchased and available for use <input type="checkbox"/> More students in Applied and Essentials classes
LIBRARY OF MATERIAL			
1. Consultant to create a library of literacy materials for teachers to consult			

Staff Development and Training for Literacy 1, 2, 3, and 4:

<ul style="list-style-type: none"> Consultants to provide central in-service on how to teach reading at the secondary school level 	Superintendent of Program OC/SSR consultants	Reading In-service Spring 2003, Fall 2003	<input type="checkbox"/> In-services in accordance with staff development standards are held
<ul style="list-style-type: none"> Consultants to run a series of literacy workshops with speakers on teaching reading in the secondary school 			<input type="checkbox"/> List of speakers is available and workshops are scheduled
<ul style="list-style-type: none"> Central EQAO Literacy Committee to provide in-service on how teachers can create EQAO – type reading questions for each department to embed in the curriculum – special sessions for Applied level curriculum and ESL 	Central Literacy Committee, ESL Consultant	Spring 2004	<input type="checkbox"/> In-services in accordance with staff development standards are held
<ul style="list-style-type: none"> Consultant to assist Special Education Consultants to provide In-service on the use of IEPs 	Spec. Ed Consultants SSR Consultant	Spring 2003	<input type="checkbox"/> In-services in accordance with staff development standards are held
<ul style="list-style-type: none"> SO Program and Assessment to explore possibility of Reading AQ course being offered locally 	SO Program	Course to start Fall 2003	<input type="checkbox"/> Course offered
<ul style="list-style-type: none"> Consultant and teachers to attend meetings with the London Ministry Office "Supports for Higher Achievement" Committee to share resources 	OC/SSR Consultants Teachers	Mar 2003 – June 2005	<input type="checkbox"/> In-services in accordance with staff development standards are held attended and resources shared
<ul style="list-style-type: none"> Consultant to provide in-service for Grade 8 teachers on the format, language and expectations of the OSSLT 	OC/SSR Consultant	Spring 2004	<input type="checkbox"/> In-services in accordance with staff development standards are held
<ul style="list-style-type: none"> Central EQAO Literacy Committee and Consultants to provide in-service on how to teach reading to male students at the secondary school level and include an overview of research findings about how male students learn to read 	Central EQAO Committee, Research Dept	Spring 2004	<input type="checkbox"/> In-services in accordance with staff development standards are held

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#10

REPORT OF
THE SPECIAL EDUCATION ADVISORY COMMITTEE
February 26, 2003

Moved by _____, seconded by _____: That we advise the Supervisor of our support for the following Report of the Special Education Advisory Committee dated February 26, 2003.

1. SEAC Concerns Report

It was moved by J. Bishop, seconded by B. Nabuurs: That the SEAC Concerns report be approved as amended.

CARRIED UNANIMOUSLY.



Special Education Advisory Committee

"S.E.A.C. CONCERNS" REPORT

March, 2003

“SEAC CONCERNS” REPORT
SPECIAL EDUCATION ADVISORY COMMITTEE

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"SEAC CONCERNS" REPORT
Special Education Advisory Committee

1. DEVELOPMENT OF INDIVIDUAL EDUCATIONAL PLANS (IEP)

Members: Bernadine Nabuurs (Chairperson), Pat Hutchinson

Tasks:

- Review liaison and shared decision making practices.
- Consult with community agencies regarding information provided by community professionals and how this is used in the development of IEPs.
- Review IEP Standards for Development, Program Planning, and Implementation.
- Identify best practices.

PROCESS:

- The committee found that school staff are using information and recommendations from professionals in developing IEPs the majority of the time.
- A committee member spoke to a number of physiotherapists, occupational therapists and a speech pathologist, all of who provide service to students at school through the School Health Support Services Program. It was a general consensus that school staff does incorporate therapists' recommendations in the student's IEP. It was felt that since ISA funding was started, therapists' recommendations and information are used and shared with all school staff working with the student routinely.
- A committee member also spoke to a staff member at HACL regarding information provided by ECE and Resource teachers regarding children entering the school system. There is a feeling that although not all recommendations are followed at school, information provided by ECE/Resource teachers is seen as very important to the child's smooth transition into the school system. Information provided by ECE/Resource teachers is discussed at School Entry Conferences and it is being incorporated in the child's IEP most of the time.
- Board has a School Entry Process, which actively gathers information from all community services involved with the child. Parents are encouraged to invite anyone they wish to their child's school entry conference. Information gathered at this conference is used in the development of the student's first IEP.
- The Ministry Standards for IEPs specifically discusses the inclusion of relevant assessment reports and recommendations made by outside professionals. Also, ISA funding criteria specifically asks for inclusion of reports from outside professionals as supportive documents.
- This committee feels that information from professionals not employed by the Board is being used when developing a student's IEP. It is hoped that this practice will continue.

"SEAC CONCERNS" REPORT
Special Education Advisory Committee

Recommendations:

- That the knowledge of professionals not employed by the Board regarding special needs children be acknowledged, and their recommendations be considered in the development and review of the IEP.
- That the Board continues to support and acknowledge the School Entry Process in the successful transition of children from community agencies to the school system.

"SEAC CONCERNS" REPORT
Special Education Advisory Committee

2. EDUCATIONAL ASSISTANTS

Members: Ruth Belch, Judith Bishop (Chairperson), Marguerite Botting, Eto Corcione, Nalda Dalziel, Dorothy Gardiner, Stella Green-Gibson, Judith Nga, Suzanne Nolan, Lillian Sommerville.

2A) Educational Assistants' Allocation

Task:

- Review present allocation process; make recommendations

PROCESS:

- Committee of 30 administrators plus HR officer and the Union president meet to allocate EAs.
- Review process.
- Allocation takes place and then is followed by the staffing process.
- Budget for EAs has bearing on Allocation Committee's work.
- In spring the principals are contacted to declare their support requirements for students, and to place requests for new support.
- Each individual student's needs generate the amount of EA allocation provided to a school, but the EA is assigned to the school not the student.
- This last year some programs with unchanged needs were grand-parented.
- Documentation for each student is sent to the committee, which includes the IEP and the student's timetable.
- Allocation is done centrally by teams made up of committee members who consider support given previously to a school, and clumping of students by age (*note: not in the formal criteria*). Committee members do not consider their own school's request.
- Criteria for 2001-2002:
 - The base line allocation for self-contained classes is .5 or 1 FTE, with 2 FTE to Intermediate BE classes.
 - Safety: student is a danger to himself or herself or others.
 - Medical needs.
 - ISA 2 and 3 claims.

Note: Allocations are made based on student need, but if the committee arrives at a number of EAs that is greater than those in the budget, then the committee readjusts the allocation so as not to exceed the budgeted amount.

"SEAC CONCERNS" REPORT
Special Education Advisory Committee

Strengths of current allocation process:

- Fair, equitable approach to allocation.
- Principals manage the resources within the school.
- Principals have access to the Allocation Committee throughout the year.
- Principals respect process.
- Membership of the Allocation Committee provides valuable training for administrators.
- Process is reviewed annually.
- Allocation Committee works with Human Resources and the bargaining unit.
- Process is used by other boards of education
- Student needs are supported by documentation.

Weaknesses of current allocation process

- A school may have several children who have needs, but who do not individually qualify for an EA under the above criteria. Their cases will not be submitted, although together their needs may place substantial demands on the school. The needs of the whole school are not reflected in the formal process.
- There is no process to match annual increased system needs for assistance with an increased budget figure.
- As a result students whose needs have not changed may receive less and less assistance each year.
- The budgeted figure for EAs has not been derived from the costing out of the criteria.
- The system of allocation is not flexible so that as needs for EAs arise they cannot be met quickly. Students may wait for several weeks at home before transfers of EAs take place.
- When a student with an assigned EA changes school in the middle of the year, there may be a break in assistance for the student.
- The allocation of EAs takes a great deal of Committee and other staff time.

Recommendations:

- That movement of EAs is carefully monitored to provide the least disruption of children.
- That the Allocation process be linked to a minimum Board standard of assistance (to be determined) that will be financed at that required level. It is expected that this will result in a process that will match increased resources to increased need.
- That the appropriate staff has the authority to make temporary placements of EAs to schools as emergencies, and changes of schools arise, subject to the approval of the Allocation Committee at its next meeting.
- As resources are provided for the school, and not for individual students, EA allocation will be related to the whole special needs of the school.
- That a review be made of allocation practices in other boards.

"SEAC CONCERNS" REPORT
Special Education Advisory Committee

2B) Educational Assistants' Staffing

Tasks:

- Review present staffing practices
- Identify inconsistencies of EA match to student
- Review hiring practices of the system

PROCESS:

- Process begins in March with requests for voluntary transfers for the next academic year.
- Each school is notified of their EA allocation for the next school year.
- If a school has excess EAs, the most junior EA is declared surplus.
- If a school has a vacancy, the vacancy is put on the list.
- The list of vacancies is shown to surplus staff and those requesting transfers in order of seniority in June; however, those with the requisite skills regardless of seniority must match positions, for blind and or deaf children or those requiring signing skills.
- Review Board Motion re: budget figure and EAs in April.
- Strong attempts are made by HR and Union staff to match EAs with the appropriate skills with the needs of students.
- Mid-year vacancies are filled by casual staff until the next posting, which by the Collective Agreement, must be in November, February and June.
- EAs can only post once in any academic year, but can be placed into a new position in June and be posted in November.
- Postings: Information about students is accessible during the posting process. The principal describes the needs of students, and HR and Union staffs also have access to the applications to the EA Allocation Committee including the condensed information gathered for the ISA claim process (* new this year).
- Process has been in place at least 7 years.
- Hiring: Positions are advertised in the Spectator and / or HR screens current resumes on file.
- EAs are hired in to a casual staff position first.
- HR officer and principal and /or an additional HR officer conduct the interview.
- EAs must have education requirements such as an EA college certificate, Child and Youth Worker, Social Worker, or RNA training. It was recognized that preparation in Mohawk College's program did not meet all the expectations of the Board.
- Experience is sought with high needs children.
- An internal standard is being developed.

Strengths of present staffing process:

- The EA is matched with a student whom she or he chooses to work with.
- Attempt is made to match the skills of EA with the needs of the student.
- An EA's choice can be changed by a voluntary transfer several months later.
- The provision of numbers of EAs in the budget for April means the staffing process can be completed by June.

"SEAC CONCERNS" REPORT
Special Education Advisory Committee

Weaknesses of present staffing process:

- Process is time consuming for HR staff and stressful for EA staff.
- Frequency of opportunity for EAs to change positions is stressful for the student.
- Students may lose their EA for a stranger in the bumping process.
- Process is not understood by parents or by all principals.

Note: job actions by other staff and budget changes may cause disruptions to the process.

2C) Educational Assistants' Training

Tasks:

- Prepare/conduct a needs assessment.
- Use feedback to develop a system-wide Professional Development Plan.
- Inventory of skills, training of EAs.
- Ongoing plan for training for basic "back" practices.

PROCESS:

- Other issues that need to be addressed are:
 - Clarification about who has responsibility for determining, arranging and funding any training.
 - There is an EA Professional Development Day, but providing for a wide range of individual needs on one day is seen as onerous.
 - An overall plan for professional development is needed.
 - Very little training is available.
 - No credit is given to EAs for any training they have taken.
 - Some skills need to be maintained: e.g. if Braille skills are not used then they are lost.

Recommendations:

- That a needs assessment be conducted to determine the present skills and training of EAs within the HWDSB.
- That a committee of appropriate stakeholders be established to:
 - Review the results of the assessment.
 - Develop an inventory of required skills needed by HWDSB, and develop an action plan for the training of EAs.

"SEAC CONCERNS" REPORT
Special Education Advisory Committee

2D) Educational Assistants' Role

Tasks:

- Review present role description.
- Research role descriptions from other boards/college programs.
- Propose best practices

PROCESS:

- The 1999 document describing the role of Educational Assistants is appended. It is still seen as relevant. The Educational Assistant is a valued and essential member of the school team, who provides and supports programs.
- The work of EAs is currently being evaluated for pay equity purposes. This may result in some changes, as skills required for different assignments are recognized.
- The committee reaffirmed the desire of parents to have Educational Assistants as full partners in all decisions and meetings about special needs children. There are some operational difficulties. Educational Assistants are hourly paid, and are not reimbursed if they attend meetings after school. There are some schools where, as there is only one Educational Assistant, it is impossible to relieve her so that she can attend a meeting.

Recommendations:

- There were no recommendations.

The following best practices were presented:

- For after hour's meetings, the principal gathers information beforehand from the Educational Assistant.
- The Administrator creates a culture of teamwork, always involving the EA.
- The EA is always involved in the development of the IEP.
- The school, where possible, uses a variety of strategies to free up an EA for a meeting. These could be using the Learning Resource Room, using other EAs etc.

2E) Educational Assistants' Evaluation

Tasks:

- Identify criteria for evaluation of EAs.
- Identify "best practices".
- Make recommendations.
- Consider the recommendations made by school health support services.

Recommendations:

- There were no recommendations.

"SEAC CONCERNS" REPORT
Special Education Advisory Committee

3. INSTRUCTION AND PROGRAMMING

Members: Vicky Wylson-Sher (Chair), Steve Oulahan, Barb Ridley

3A) Instruction and Programming IPRC/IEP Process

Tasks:

- Prepare a list of suggestions for administrators, teachers and support staff that will help parents to feel a welcome part of the IPRC/IEP process.
- Review the Parent's Guide; make recommendations for revisions.
- Review the Guidelines for IPRC Meetings (School and System).

Recommendations:

- That the knowledge and expertise parents have of their child be considered in the development and review of the Individual Education Plan (IEP).
- Make letter to parents more friendly by:
 - listing meeting attendees
 - explaining the process and purpose of an IPRC
- Follow up letter with a phone call.
- For a System IPRC, the committee chair should call parent(s) a few days ahead of time.

3B) Instruction and Programming Professional Development/In-Service Training

Tasks:

- Develop and publish a Resource Guide of documents for special education teachers and support staff (include resource materials, list of staff/SEAC members with expertise in specific areas).
- Prepare an action plan for promotion of the Resource Guide.
- Prepare a flyer for all school staffs for distribution in September. (Flyer to include background information on SEAC; a list of staff/SEAC members with expertise in specific areas; invitation for SEAC members to attend School Council and school PD sessions; list of possible presentation topics).
- Meet with HWDSB's staff development officer to discuss possible in-service training session.

"SEAC CONCERNS" REPORT
Special Education Advisory Committee

Recommendations:

- Develop Board Resource Guide.
- List Learning Resource teachers, special education teachers and other staff with specific areas of expertise.
- Promote a network of expertise from school to school.
- Present Guide at Special Educators' meeting and in-service meetings.
- Distribute flyer listing SEAC members, the associations they represent, how to contact members.
- Ensure every Learning Resource room has a computer with Internet access to allow for quick reference to board website and other online resources.

3C) Instruction and Programming Transition Planning

Tasks:

- Participate in the review of transition planning for students from schools to the community and vice versa.
- Consider the two major transitions of entry and exit.
- Review recommendations of Early Learning Advisory committee.
- Investigate orientation programs.

Recommendations:

For transition from pre-school to elementary:

- Review resource binder developed for children with Autism/PDD for adaptations to general special needs population (meet with Lynn Howarth).
- Schedule in-servicing for all elementary schools to present adapted resource materials.

Transition from elementary to middle school and secondary school:

- Begin planning process when student begins Grade 7.
- Implement attached planning guide.

For secondary school to work transition:

- Develop and distribute list of colleges with best track record for accepting and working with students with special needs.
- Introduce a requirement where students who do not intend to attend college must enlist in a cooperative program in high school.
- Meet with OYAP (Ontario Youth Apprenticeship Program) representative to discuss what measures may be taken to better prepare high school students for the job world.

"SEAC CONCERNS" REPORT
Special Education Advisory Committee

3D) Instruction and Programming Resource Program Review

Tasks:

- Participate in the resource program survey, which will determine areas of support, program awareness, etc.
- Consider various models.
- Determine how it is tracked and evaluated.

Recommendations:

Resource Program Review (ties in with proposal in IPRC/IEP process to develop an inter-school resource network. (See recommendations under Professional Development on Page 9, 3B).

"SEAC CONCERNS" REPORT
Special Education Advisory Committee

3E)

INSTRUCTION/PROGRAMMING PLANNING GUIDE
Transition Timetable

**Adaptation from a Thames Valley District School Board Document*

	Steps to Transition	Projected Date	Persons Responsible	Date of Completion
1.	LRT discusses transition/school placement with family	Oct/Nov Grade 7		
2.	LRT discusses school options with parents and provides contact names and persons who can provide information	Oct/Nov Grade 7		
3.	Generate tentative target dates for transition steps.	Oct/Nov Grade 7		
4.	Elementary school LRT contacts principal of secondary school and discusses options for student with appropriate board personnel.	Jan Grade 7		
5.	Discuss abilities and special needs of student with secondary school program team.	ASAP after initial contact with Sec. School principal		
6.	Parents visit school options as arranged by board personnel.	Jan/Feb Grade 7		
7.	Discussion of education options with transition team.	Jan/Feb Grade 7		
8.	Parents choose education options and discuss with elementary principal.	Jan/Feb Grade 7		
9.	Secondary school personnel visit Elementary school.	March-June Grade 7 or Oct-Nov Grade 8		
10.	Elementary school principal arranges for information about goals, programming, strategies, equipment needs, support requirements and family support plan to be shared with secondary school personnel.	May-June Grade 8		
11.	Introduce student to new school environment and teachers. The student has the opportunity to develop familiarity with his/her new environment and teachers can determine changes, which may need to take place before the student's entry to secondary school. (e.g., accessibility to materials, mobility around classroom.) Depending on needs, it may be advantageous for the student to visit the secondary school several times.	Nov – June Grade 8		
12.	Receiving school staff obtains appropriate in-servicing related to the specific needs of the student.	Prior to September entry		
13.	Verify equipment and support needs have been submitted to the appropriate personnel.	ASAP after secondary school determined		
14.	School transition team contacts family to mutually plan goals. LRT from elementary school visits the new setting.	At secondary school entry Sept, grade 9		
15.	Contact support agencies involved with student	Ongoing		

"SEAC CONCERNS" REPORT
Special Education Advisory Committee

4. Invitational Schools

Members: Judith Bishop, Marguerite Botting, Bev Pupols (Chair), Leah Schwenger,
 Lauren Tindall, Vicky Wylson-Sher

4A) Invitational Schools System-Wide Inclusionary Practices

Tasks:

- Develop a belief statement to be approved by the board.
- Prepare a banner for the board-approved belief statement to be added to IPRC Notice of Invitation/SRM agendas.
- Research inclusionary practices.
- Identify best practices.
- Prepare checklist of indicators for school plans which demonstrate an inclusionary school culture.
- Develop a plan for how the board-approved belief statement is to be made explicit to staff.
- Sharing of procedures in place.
- Sharing with Early Learning Advisory Committee.
- Transitions.

Recommendations:

There is an acknowledgement of the basic components of inclusionary practices:

- As first option all students attend the school to which they would go if they had no disability.
- A natural proportion of students with disabilities occurs at any school site.
- A "zero-rejection" philosophy exists so that typically no student would be excluded on the basis of type or extent of disability.
- Students can be in age and grade-appropriate school and general education placements, with no self-contained, special education classes operative at the school site.
- Special education support can be provided within the context of the general education class and in other integrated environments.
- The HWDSB will provide preparation time to teachers.
- The HWDSB will in-service staff on how to deal with families.
- Establish the learning goals that parents have for their children.
- More detailed information should be made available to parents.
- The School Board work more closely with Public Health agencies to co-ordinate services.

(Sailor, 1991 in Sage, D.D. & Burello, L.C. (1994). Paradigms for restructuring. A Perspective for Special Education. In D.D. Sage & L.C. Burello Leadership in Educational Reform. An Administrator's Guide to Changes in Special Education, Paul H. Brookes: Baltimore, pp. 1-35.)

- "All students can and will learn regardless of labels and differing abilities".
- "Special and general education should be viewed as a single merged or unified system rather than as two separate or parallel systems that emphasize the distinctive nature of student pathology, independent of the cultural and social circumstances of schools, their clients and their communities"
- "Design the system such that all educators take responsibility for all student learning and insist on a commitment to ensuring that all students will learn".

"SEAC CONCERNS" REPORT
Special Education Advisory Committee

(All above quotes taken from Sage & Sage (1994) cited above)

4B) Invitational Schools Therapeutic Withdrawal, Suspension, Restraint

Tasks:

- Review legislation and new regulations.
- Examine present practices.
- Review Safe Schools initiatives and regulations.
- Identify issues.
- Review reporting mechanisms.
- Propose a format for an annual report on the use of restraints for SEAC and the Board.
- Make recommendation that temporary withdrawals be reported along with suspensions in suspension reports.
- Propose an action plan for board-wide implementation.
- Review literature/research.
- Examine other strategies/alternatives.
- Identify other resources available.

Recommendations:

- That a review be undertaken of the suspension of special education students with recommendations and an action plan be developed.
- That an annual report on the use of restraints be presented to SEAC and the Board.
- That temporary withdrawals, sometimes called therapeutic withdrawals, be reported along with suspension in the suspension reports.

#11

March 17, 2003

To: The Trustees

From: Judith Bishop

Re: Terms of Reference – Trustee Attendance at Conferences

RECOMMENDED ACTION:

It is moved by _____, seconded by _____:
That the following be approved regarding trustee attendance at conferences:

(a) When the Canadian School Boards' Association holds its annual conference out of the province, the following have the first option to attend with reimbursement according to Board policy:

- the OPSBA Director
- the Chair
- the Vice-Chair

Openings in the above allotment will be filled by drawing lots from those trustees interested in attending.

(b) That all trustees are encouraged to attend appropriate trustee in-province conferences : this includes those held by the Ontario Public School Boards Association (OPSBA) and the CSBA (when held in Ontario) with reimbursement according to Board policy.

#12

March 17, 2003

To: The Trustees

From: Reg Wodworth, Bruce Wallace, Judith Bishop

Re: **Procedure for the naming of schools**

Procedure for the naming of schools

Rationale

- the name of a school has significance for the whole district as well as for the local school community, and
- past practice has been to name many schools
 - after persons prominent either locally, provincially or nationally,
 - retaining historical names used in the locality,
 - historical events,
 - after geographic connections

RECOMMENDED ACTION:

It is moved by _____ and seconded by _____:

That the following procedure for the naming of schools be adopted:

When a name for a school is required the following procedure will be followed:

1. Suggestions for a name will be solicited via requests in the media, internally to staff, to federations and union leaders, the school council assembly, the Home and School Council, local historical associations and the school community whose school is to be named.
2. The naming of schools will follow past practice in naming schools
 - after persons prominent either locally, provincially or nationally,
 - retaining historical names used in the locality,
 - after historical events,
 - after geographic connectionswith a preference for the first three
3. An ad hoc committee of trustees of not less than three members will meet to consider the suggestions, and make a recommendation of three names to the Board for its consideration.

#13
The Hamilton-Wentworth District School Board

Memo

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer

Date: March 17, 2002

Re: Phase Two Area Accommodation Review Committees - Selection of Members

Recommendations:

The trustees recommend that _____ be appointed to the City East Area Accommodation Review Committee.

The trustees recommend that _____ be appointed to the City West Area Accommodation Review Committee.

The trustees recommend that _____ be appointed to the Dundas Area Accommodation Review Committee.

Rationale:

The establishment of the following Area Accommodation Review Committees was approved on February 25, 2003:

City East
City West
Dundas

The School Closure Policy provides that one trustee representative be appointed to each Area Accommodation Review Committee.

The schools that will be included in each of these studies are listed in Appendix A.

Meeting dates for these committees are planned as follows:

An orientation meeting for all committees will be held on Tuesday, March 25, 2003 in the Main Auditorium, Education Centre, 6:30 p.m.

City East – 5:30-8:30 p.m. Lower Auditorium, Education Centre	City West – 5:30-8:30 p.m. Lower Auditorium, Education Centre	Dundas – 5:30-8:30 p.m. Location TBD
Tuesday, April 22	Tuesday, April 29	Thursday, April 24
Tuesday, April 29	Tuesday, May 20	Thursday, May 1
Tuesday, May 13	Tuesday, June 3	Thursday, May 15
Tuesday, May 20	Tuesday, June 17	Thursday, May 22

City East Schools

A.M. Cunningham
Adelaide Hoodless
Fairfield
Hillcrest
Hillsdale
King George
Memorial
Parkdale

Prince of Wales
Rosedale
Queen Mary
Roxborough Park
Viscount Montgomery
W.H. Ballard
Woodward

City West Schools

Bennetto
Central
Dalewood
Dr. Edgar Davey
Earl Kitchener
George R. Allan
Gibson
Hess St.

Prince Philip
Queen Victoria
Robert Land
Ryerson
Sanford
Stinson Street
Strathcona
Tweedsmuir

Dundas Schools

Central Park
Dundana
Dundas Central
Dundas District

Pleasant Valley
Yorkview
Highland
Parkside

#14

March 17, 2003

To: The Trustees

From: Merv Matier, Director of Education and Secretary

RE: School Trips

Recommended Action:

It was moved by _____, seconded by _____: That the Supervisor be advised of trustee support for the following trip request:

- a) Waterdown District High School, Grades 9-OAC, DECA Club educational trip (2003 International Career Development Conference) to Orlando, Florida, U.S.A. on April 24-May 1, 2003, inclusive.

Rationale:

As per policy.

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INFORMATION I T E M S

MEETING OF THE TRUSTEES
March 17, 2003

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD STAFF REPORT - FULL TIME EQUIVALENT POSITIONS													
2002 ACTUALS												2002/2003 Supervisor Budget	
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	
Teachers - Elementary	2,008.40	2,008.90	2,009.10	2,009.10	1,999.10	1,999.20							2,007.50
Teachers - Secondary	1,178.35	1,179.02	1,179.02	1,179.02	1,179.02	1,162.74							1,178.00
Educational Assistants	421.00	420.50	420.50	420.50	420.50	420.50							421.00
Professionals & Paraprofessionals	118.80	118.80	119.30	119.30	119.30	119.30							118.80
School Administration	394.13	394.13	394.13	394.13	395.13	395.13							394.13
Consultants	29.00	29.00	29.00	29.00	30.00	30.00							29.00
Board Administration & Governance	150.00	150.00	150.00	150.00	150.00	150.00							150.00
School Operations	459.00	459.00	459.00	459.00	459.00	459.00							459.00
Continuing Education	4.87	4.87	4.87	4.87	4.87	4.87							4.87
Transportation	3.25	3.25	3.25	3.25	3.25	3.25							3.25
School Renewal	4.00	4.00	4.00	4.00	4.00	4.00							4.00
Total Full Time Equiv. Positions	4,770.80	4,771.47	4,772.17	4,772.17	4,764.17	4,747.99							4,769.55
Staff on Loan (recoverable)	14.00	14.00	14.00	14.00	14.00	14.00							

Prepared by Human Resources - March 12, 2003

#16

C O R R E S P O N D E N C E

MEETING OF THE TRUSTEES
March 17, 2003

18



Dominic Verticchio, Executive Director

the children's aid society OF HAMILTON

OFFICE OF THE
MAR - 5 2003
DIRECTOR OF EDUCATION

February 28th, 2003

Mr. Merv Matier
Director of Education
Hamilton-Wentworth District School Board
P.O. Box 2558
100 Main Street West
Hamilton, ON L8N 3L1

Dear Mr. Matier

Re Appointment to the Special Education Advisory Committee

It is my privilege to nominate Ms. Anne Quinn as the Society's representative on the Special Education Advisory Committee. The Society has had a long history as part of this very important committee given the needs of the children in our care. To date our staff representative has not been in attendance as a result of illness, but we are once again making a commitment with the nomination of Ms. Anne Quinn as this Society's representative.

Ms. Quinn is the Supervisor of the Society's Crown ward Unit, whose mandate is to supervise permanent wards entrusted to our care.

If you have any questions or require clarification, please do not hesitate to give me a call.

Sincerely

Dominic Verticchio
Executive Director

/a RECOMMENDED ACTION:

It was moved by _____, seconded by _____: That Anne Quinn be appointed the representative of The Children's Aid Society of Hamilton to the Special Education Advisory Committee.



February 7, 2003

Ms. Judith Bishop
Chair
Hamilton-Wentworth District School Board
Box 2558 100 Main St W
Hamilton, Ontario
L8N 3L1

Dear Ms. Bishop,

I am writing to thank your Board for its contribution to making the Settlement Workers in Schools in Hamilton (SWISH) program a success.

SWISH is a partnership between your Board, the Hamilton-Wentworth Catholic District School Board, Settlement and Integration Services Organization (SISO) and Citizenship and Immigration Canada (CIC)

The first few years in Canada are particularly difficult for newcomer students and their families. Since May 2001, SWISH has been connecting newly arrived families to services and resources in the school and the community in order to promote settlement and foster student achievement.

Traditionally, settlement services for newly arrived families have been located in settlement agencies. Through SWISH, settlement workers are based in schools with high numbers of newly arrived families so that they are closer to their newcomer clients. In the SWISH program, there are 5.6 (fte) settlement workers in Hamilton schools.

Since the inception of the program, over 1040 families have received settlement services in Hamilton schools.

SWISH is one of eight Settlement Workers in Schools (SWIS) programs in communities across Ontario. Through the SWIS program, CIC provides direct funding to a community agency for the ongoing supervision and operation of the project. The Boards provide considerable in-kind support through space, staff time and the use of resources.

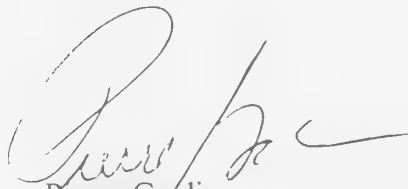
We would like to thank the Principals, Vice-Principals, Guidance and ESL staff as well as the classroom teachers who have supported the project in their schools. In particular, we would like to thank Superintendent Chuck Reid and ESL/NSL Antiracism Consultant Gail Belisario for their crucial role in the success of the project.

A generic "Welcome to School" package for newcomers is being developed. It will be available in English, French and 14 newcomer languages and will be adaptable to local school needs. The welcome package will be available for use in September 2003. Our provincial coordinator, Peter Dorfman, will be consulting with your representatives about this project.

Attached is a brochure that describes the Settlement Workers in the Schools program and lists the communities that are participating in the program.

We look forward to the continued success of the program.

Yours truly,



Pierre Gaulin
Regional Director
Settlement/Port of Entry
Citizenship and Immigration Canada
Ontario Region
74 Victoria Street, 10th Floor, Suite 1001
Toronto, ON
M5C 2S1

c.c. Merv Matier, Director of Education , HWDSB
Morteza Jafarpour, Executive Director, SISO

Hamilton Settlement Workers in Schools Hamilton SWISH
 Partners: Settlement and Integration Services Organization
 Hamilton Wentworth District School Board
 Hamilton Wentworth Catholic District School Board
 Citizenship and Immigration Canada

Kitchener Settlement and Education Partnerships in Waterloo Region SEPWR
Waterloo Partners: Kitchener Waterloo YMCA
 Waterloo Region District School Board
 Waterloo Catholic School Board
 Citizenship and Immigration Canada

Ottawa Multicultural Liaison Officers MLO Program
English Partners: Ottawa Community Immigrant Services Organization
 Ottawa Carleton District School Board
 Citizenship and Immigration Canada

Ottawa Agents de liaison multiculturelle ALM
French Partners: Ottawa Community Immigrant Services Organization
 Conseil des écoles publiques de l'Est de l'Ontario,
 Conseil scolaire de district catholique de l'Est ontarien
 Citizenship and Immigration Canada

Peel Multicultural Settlement and Educational Partnership MSEP
Region Partners: Inter-Cultural Neighbourhood Social Services
 Peel District School Board
 Dufferin Peel Catholic District School Board
 Citizenship and Immigration Canada

Toronto Settlement and Education Partnerships in Toronto SEPT
 Partners: Catholic Cross Cultural Services - Cluster 1
 Thorncliffe Neighbourhood Office - Cluster 2
 Centre for Information and Community Services - Cluster 3
 Culturelink - Cluster 5
 North York Community House - Cluster 6
 Jewish Family and Child Services - Cluster 7
 Rexdale Womens Centre - Cluster 8
 Toronto District School Board
 Toronto Catholic District School Board
 Citizenship and Immigration Canada

Toronto Travailleur en établissement dans les écoles PIDEF
French Partner: Centre francophone de Toronto
 Conseil scolaire de district du Centre-Sud-Ouest,
 Conseil scolaire de district catholique Centre-Sud
 Citizenship and Immigration Canada

York Settlement and Education Partnership in York Region SEPYR
Region Partners: Catholic Community Services of York Region
 York Region District School Board
 York Catholic District School Board
 Citizenship and Immigration Canada



Settlement Workers in Schools

A partnership of Settlement Agencies,
 Boards of Education and Citizenship and
 Immigration Canada.



To help newcomer students and their families settle in their school and community, Citizenship and Immigration Canada, Settlement Agencies and School Boards have established a school based outreach program called Settlement Workers in Schools (SWIS). There are SWIS programs in six communities in Ontario.

The first few years in Canada are particularly difficult for newcomer students and their families. SWIS connects newly arrived families to services and resources in the school and the community in order to promote settlement and foster student achievement.

Why locate settlement workers in schools?

Schools are one of the first services that newcomers connect with in the community. With the cooperation of the school, the SWIS worker systematically contacts all newcomer families to orient them to school and community resources and to refer them to specific services.

How does the SWIS worker help orient newcomers to the school?

Learning about the education system is part of the settlement process. The SWIS worker will explain essential school information and refer the newcomer to the appropriate school staff as necessary. A welcome package in 15 languages is being prepared and will be ready for September 2003.

Do SWIS workers contact all families?

The SWIS program focuses on newcomer families that are in their first few years in Canada and on newcomers that have unresolved first year settlement needs. Families with long term settlement issues or who need intensive support are referred to settlement agencies and other community services.

Do the SWIS workers meet with students?

In elementary schools, SWIS workers meet with parents and guardians. In secondary schools, SWIS workers meet with students, parents and guardians.

How does SWIS connect with other settlement services?

SWIS is an entry point for the newly arrived to the broad range of settlement services offered by settlement agencies and other community services.

Are there SWIS workers in all schools?

The steering committee in each community decides how to allocate the SWIS workers in order to meet the needs of as many newly arrived newcomers as possible. The committee, which is made up of Board of Education, Settlement Agency and CIC representatives, considers the pattern of newcomer settlement, existing services and the languages spoken by the newcomers in that community.

Are there SWIS programs in all communities?

Communities with high numbers of recently arrived newcomers are eligible for the SWIS program. At present, there are SWIS programs in the Hamilton, Kitchener Waterloo, Ottawa, Peel, Toronto and York Region communities.

For more information about SWIS, please contact one of the program partners (on the back) or Peter Dorfman, SWIS Provincial Coordinator at 416, 534 7319, pdorfman@cicswis.ca



Education
Quality and
Accountability
Office

Suite 1200
2 Carlton St
Toronto ON M5B 2M9
Telephone: 1-888-327-7377
Facsimile: (416) 325-0831

#20

February 17, 2003

Judith Bishop, Chair
Hamilton-Wentworth DSB
P.O. Box 2558
100 Main Street West
Hamilton, ON L8N3L1

Dear Judith Bishop:

EQAO is pleased to provide you with a copy of the *EQAO Provincial Achievement Results, 2001-2002*. This summary report includes provincial results from the

- Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics;
- Grade 9 Assessment of Mathematics;
- Ontario Secondary School Literacy Test, February 2002;
- Programme for International Student Achievement assessment and
- School Achievement Indicators Program assessment.

Recommendations for actions that EQAO believes will result in improved student achievement can be found in the *Ontario Provincial Report on Achievement, 2001-2002*, posted on EQAO's Web site at www.eqao.com. In addition, the provincial report contains the *School Board Improvement Plan Review*, which summarizes the findings resulting from EQAO's review of each board's improvement plan. These findings are based on criteria included in the report and articulated in the *EQAO Guide to School and Board Improvement Planning*, also available on the EQAO Web site.

Feedback on your board's improvement plan, indicating the extent to which your board's current submission meets the criteria, has been sent to your director under separate cover. It also provides suggestions on areas requiring attention for planning purposes.

In general, improvement planning should include

- short- and long-term goals;
- improvement strategies (reasons for changes and methods to achieve them);
- individuals responsible for implementing the plan;
- how progress will be monitored;
- criteria for evaluating programs and
- how progress will be communicated to parents and the public.

EQAO's board of directors recognize and appreciate the efforts of your board and your staff in developing and implementing improvement plans and in administering EQAO's assessments in your schools. We trust that you will find the results and recommendations helpful as you continue your leadership on behalf of the students in your jurisdiction.

Sincerely,



Jerry G. Ponikvar,
Chair, EQAO Board of Directors

Enclosure: *EQAO Provincial Achievement Results, 2001-2002*



Education
Quality and
Accountability
Office

EQAO PROVINCIAL ACHIEVEMENT RESULTS, 2001-2002

ENGLISH-LANGUAGE STUDENTS

INTRODUCTION

The purpose of the Education Quality and Accountability Office (EQAO) is to promote greater accountability in Ontario's publicly funded education system and to improve the quality of education. This mandate is accomplished through assessments and reviews based on objective, reliable and relevant information and through the public release of that information along with recommendations for system improvement. During the 2001-2002 school year, EQAO administered and/or reported the results of the Grade 3 and Grade 6 Assessments of Reading, Writing and Mathematics; the Grade 9 Assessment of Mathematics; the Ontario Secondary School Literacy Test (OSSLT); the national School Achievement Indicators Program (SAIP) Mathematics III Assessment; and the Program for International Student Assessment (PISA) 2000 Assessment of Reading, Mathematical and Scientific Literacy. EQAO also reviewed school boards' improvement plans and reported on the progress being made in developing them.

This summary report is an overview of the continued progress and improvements that are evident across the provincial school system in these important areas. Recommendations related to these initiatives can be viewed in the full report, *Ontario Provincial Report on Achievement 2001-2002*, at www.eqao.com.

GRADE 3 AND GRADE 6 ASSESSMENTS OF READING, WRITING AND MATHEMATICS

IMPROVEMENT SLOW BUT STEADY

- Grade 3 students have improved slowly but steadily in reading and writing over the five years of the assessment.
- After a big improvement in achievement between the first and second years of the assessment, Grade 3 students' mathematics achievement has remained fairly stable.
- The achievement of Grade 6 students in reading, writing and mathematics has remained stable after slow but steady improvements over the first three years of the assessment.
- In Grades 3 and 6 reading and writing, girls significantly outperformed boys in the 2002 assessments.
- In Grades 3 and 6 mathematics, girls did slightly better than boys.

HIGHLIGHTS OF THE GRADE 3 AND GRADE 6 ACHIEVEMENT RESULTS

EQAO reports students' results using a four-level scale. This scale is based on *The Ontario Curriculum, Grades 1-8* and sets Level 3 as the provincial standard. The Ministry of Education describes Level 3 as "a high level of achievement". The results* show that

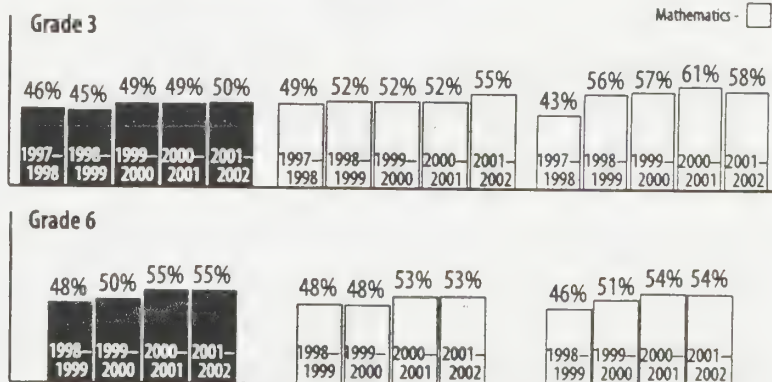
☆ in Grade 3, half the students met the provincial standard in reading (50%); more than half met the provincial standard in writing (55%) and mathematics (58%).

☆ in Grade 6, more than half the students met the provincial standard in reading (55%), writing (53%) and mathematics (54%).

FACTS ABOUT THE GRADE 3 AND GRADE 6 ASSESSMENTS

- The Grade 3 and Grade 6 assessments are based on *The Ontario Curriculum, Grades 1-8*.
- This year's Grade 3 and Grade 6 assessments took place between May 9 and May 23, 2002. The principal and teachers in each school chose the exact dates. Students participated in the assessment for up to two hours per day over five days.
- Approximately 139 000 students participated in the Grade 3 assessment.
- Approximately 145 000 students participated in the Grade 6 assessment.

Data Comparison over Time
Percentage of Students at Level 3 and Above



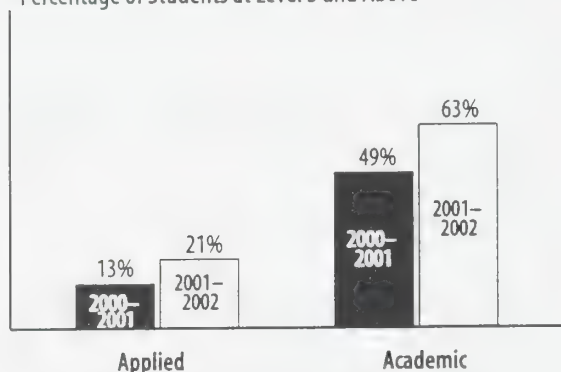
*The results in this report include all eligible students, including those who did not write the test.

GRADE 9 ASSESSMENT OF MATHEMATICS

STUDENT PERFORMANCE IMPROVING

- The results of the Grade 9 Assessment of Mathematics, 2001–2002 are very encouraging. There has been a big improvement in achievement results from 2000–2001 in the applied and the academic programs; more students met the provincial standard in 2001–2002.
- Teachers are making mathematics a priority, and their efforts and experience with the mathematics curriculum and assessment are resulting in better student achievement.

Data Comparison over Time
Percentage of Students at Level 3 and Above



HIGHLIGHTS OF THE GRADE 9 ACHIEVEMENT RESULTS

EQAO reports achievement results using a four-level scale. This scale is based on *The Ontario Curriculum, Grades 9 and 10: Mathematics* and sets Level 3 as the provincial standard. The Ministry of Education describes Level 3 as “a high level of achievement”. The results show that

- ☆ 21% of the students in the applied program met the provincial standard.
- ☆ 63% of the students in the academic program met the provincial standard.

FACTS ABOUT THE GRADE 9 ASSESSMENT OF MATHEMATICS

- The Grade 9 assessment is based on *The Ontario Curriculum, Grades 9 and 10: Mathematics* and contained performance-based tasks and multiple-choice questions.
- This year’s Grade 9 assessment took place between January 9 and 22, 2002, and between May 27 and June 13, 2002. Students participated in the assessments over three or five days.
- Approximately 47 000 students in applied programs participated in the winter and spring assessments.
- Approximately 99 000 students in academic programs participated in the winter and spring assessments.

ONTARIO SECONDARY SCHOOL LITERACY TEST

STUDENT PERFORMANCE IMPROVING

- The vast majority of students are meeting the provincial standard for the OSSLT.
- Teachers are making reading and writing a priority, and their efforts are showing good results.

HIGHLIGHTS OF THE OSSLT ACHIEVEMENT RESULTS

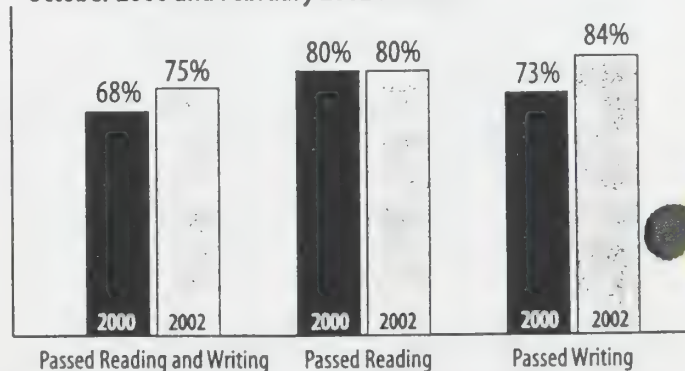
- ☆ In February 2002, 75% of students passed both the reading and the writing components of the test.
- ☆ 80% of students passed the reading component of the test.
- ☆ 84% of students passed the writing component of the test.
- ☆ 10% did not pass either the reading or the writing component.

FACTS ABOUT THE OSSLT

- The OSSLT measures how well Ontario students across the province are meeting a common, basic standard for literacy.
- The OSSLT tests the reading and writing skills that students are expected to have learned by the end of Grade 9, as outlined in *The Ontario Curriculum*.

- Successful completion of the OSSLT is one of the 32 requirements for an Ontario Secondary School Diploma.
- The OSSLT was divided into two components: reading and writing.
- The OSSLT was administered over two blocks of time, two-and-a-half hours each (including breaks and instructions), one on the morning of February 14 and one on the morning of February 15, 2002.
- 129 032 students fully participated in the February 2002 OSSLT, meaning that they were present on both days of the administration.

October 2000 and February 2002 Results*



* October 2000 was a trial administration.

NATIONAL AND INTERNATIONAL ASSESSMENTS

ONTARIO STUDENTS GENERALLY PERFORM WELL

HIGHLIGHTS OF THE SAIP ACHIEVEMENT RESULTS

- ☆ In the two components of the 2001 national SAIP Mathematics III Assessment (content and problem-solving), Ontario 13- and 16-year-old students performed as well as Canadian students overall.
- ☆ Generally, Ontario 13- and 16-year-old students performed better in 2001 than they did in 1997. The only exceptions were in the content component, in which the 16-year-olds' performance remained about the same.

FACTS ABOUT THE SAIP MATHEMATICS III ASSESSMENT

- In the spring of 2001, the SAIP Mathematics III Assessment was administered to a random sample of students drawn from all Canadian jurisdictions.
- Approximately 31 460 students from across the country took part in the assessment, including more than 4800 from Ontario.
- The assessment was conducted in both official languages.
- The assessment took two-and-a-half hours to administer. Each student responded to either a content or a problem-solving component.

HIGHLIGHTS OF THE PISA ACHIEVEMENT RESULTS

- ☆ Canadian 15-year-old students were part of a group of countries near the top in all three areas of this assessment: reading literacy, mathematical literacy and scientific literacy. Only Finland performed significantly better than Canada in reading; only Korea and Japan in mathematics; and only Finland, Japan and Korea in science.
- ☆ Ontario students performed at the same level as Canadian students overall in reading and science but performed at a slightly lower level in mathematics.
- ☆ In all countries, including Canada, girls performed much better than boys on the reading test. This was also true in Ontario. In mathematics, Canada, France and Germany had slightly better results for boys than for girls. In science, there were no significant differences between girls' and boys' achievement in any country or province.

FACTS ABOUT THE PISA 2000 ASSESSMENT OF READING, MATHEMATICAL AND SCIENTIFIC LITERACY

- In April and May 2000, approximately 30 000 15-year-old students from more than 1000 Canadian schools participated in PISA 2000.
- Ontario's sample consisted of approximately 4000 students.
- Sufficient data were collected from both official language groups in Manitoba, Ontario, Quebec, New Brunswick and Nova Scotia to provide information on the achievement of Canadian students by language.

SCHOOL BOARD IMPROVEMENT PLAN REVIEW

PROGRESS IN REFINING IMPROVEMENT PLANS — MORE WORK TO BE DONE

HIGHLIGHTS OF THE IMPROVEMENT PLAN REVIEW

- ☆ All 72 school boards made submissions to EQAO.
- ☆ Ontario school boards are continuing to make progress in refining their improvement plans.
- ☆ Although most plans contain the required elements of a good improvement plan, the quality of the plans could be even better.
- ☆ Issues that are not addressed fully enough in many school board improvement plans include
 - how past plans were carried out;
 - how teachers would be trained and supported, to change teaching practices and use assessment and other forms of data;
 - how students achieving Level 1 or lower will be helped to improve;
 - how students at both the elementary and secondary levels can be prepared to do well on the OSSLT and
 - how positive relationships can be built in schools and boards.

FACTS ABOUT THE SCHOOL BOARD IMPROVEMENT PLAN REVIEW

- The 1998–1999 school year was the first time boards were required to submit improvement plans to EQAO.
- Each school board is expected to develop a board-wide plan to improve student achievement and to make the plan public.
- Board improvement plans for 2002–2003 were submitted to EQAO by May 31, 2002.
- EQAO reviewed the plans and sent each board a brief report with suggestions for future plans. EQAO also published a summary provincial report.

NOTE — The assessment results are meant to assist schools and boards to improve teaching and learning, not to rank schools. Ranking provides no information about why scores are high or low, and it leads to comparisons that ignore the particular circumstances affecting achievement in each school. Ranking is not helpful, as it distracts people from the real issue of how to improve learning for all students.

CONCLUSION

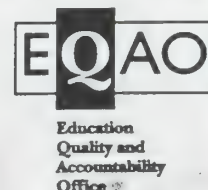
The results of the 2001–2002 Ontario provincial and international assessments and improvement planning initiatives are encouraging, and the overall trend is one of improvement. These results suggest that teachers are making reading, writing and mathematics their priorities. Their efforts are showing positive results.

Planning at the school board level is progressing. All boards in the province submitted improvement plans to EQAO for review. Most of the plans contained the required elements, but there is much room to increase the quality of the plans. Boards must continue to refine their improvement plans and they must actively ensure the development of expectations-based learning and planning at the school level.

From the results of last year's assessments, we can see that the quality of education in Ontario is improving, but more needs to be done. EQAO's Board of Directors believe that fully implementing the recommendations made for the assessments and the reviews would make a difference in improving academic achievement in Ontario schools.

Educators at all levels of the provincial education system are to be congratulated for their efforts and for their commitment to improving educational opportunities for all Ontario students.

For more detailed information and results, please visit the EQAO Web site (www.eqao.com) or contact EQAO at EQAO, 2 Carlton Street, Suite 1200, Toronto, ON M5B 2M9 • 1-888-327-7377





MELISSA ANN RETTY, PRESIDENT
P.O. Box 9
CHAPUT HUGHES, ON. P0K 1A0
PHONE: 705-567-2819
FAX : 705-567-9733
EMAIL : RETTYMA@CSCDGR.ON.CA

FEB 19 2003

Friday, February 14th 2003

To all District School Boards,

As valued stakeholders of the Ontario Education system, the Ontario Student Trustees' Association - l'Association des élèves conseillers et conseillères de l'Ontario (OSTA-AECO), is pleased to inform you of our goals for the upcoming year.

I would like to take this opportunity to introduce to you OSTA-AECO's Executive Council for the 2002-2003 term :

Melissa Ann Retty, President - Conseil scolaire catholique de district des Grandes Rivières
Angela Jonsson, 1st Vice-President - Greater Essex County District School Board
David Waugh, 2nd Vice-President - Halton District School Board
Cody Gagne, Executive Director - Algonquin and Lakeshore Catholic District School Board
Shannon Kenrick, Secretary - Kawartha Pine Ridge District School Board
Milo Silva, Bilingual Secretary - Toronto Catholic District School Board
Benjamin Martin, English Public Board Council President - Upper Canada District School Board
Athena D'Amato - English Catholic Board Council President - York Catholic District School Board
Abdou Nayel - French Public Board Council President - Conseil scolaire des écoles publiques de l'Est de l'Ontario
Rachelle Pascoe-Deslauriers - French Catholic Board Council President - Conseil scolaire de district des écoles catholiques du Sud-Ouest.

After much consideration, Executive Council along with the general assembly, have compiled a list of goals and areas of focus for this exciting educational year. It is evident that our primary focus will and continue to be the students of Ontario. It is our priority to adequately represent each and every student in the province.

The following is a list, in no specific order, of our goals and initiatives for the upcoming year:

1- To ensure the growth of our association

In order to ensure the growth of our association, OSTA-AECO will continue to encourage all Student Trustees' to attend all general meetings, and get involved directly with OSTA-AECO Board Council Cabinets or Executive Council.

2- Guaranteeing accountability to all Student Trustees', District School Boards, and Ministry of Education

Accountability will be guaranteed to all, by means of financial updates, general meetings, board council meetings and frequent consultation through written letters, e-mail, and verbal discussion.

3- Advocating increased communication among Student Trustees 'of the province

Through general meetings, and board council meetings Student Trustees' are encouraged to interact, and consult with each other on many issues. Often times, another Student Trustee can become the best form of guidance. OSTA-AECO's Board Council President's have initiated group email, so Student Trustees' are able to communicate with each other on an informal basis at their own leisure.

4- Additional encouragement of bilingualism within our association, in order to provide equity and stability

What makes OSTA-AECO distinctive among stakeholders is the bilingualism of the association. OSTA-AECO believes

in equity, stability and fairness among all students.

To ensure that bilingualism is continued and encouraged within our association, OSTA-AECO has made a commitment of recognizing and advocating bilingualism throughout our various workshops, key note speakers, and written correspondence.

5- Reinforcing relationships with various stakeholders and media contacts

To insure the reinforcement of relationships with various stakeholders and media contacts OSTA-AECO has opted to make direct contact with majority of stakeholders and media contacts. This direct contact has been completed through many meeting engagements, and telephone conversations.

OSTA-AECO will maintain and regularly inform stakeholders and media contacts of OSTA-AECO's various ambitions throughout the school year.

6- Further substantial promoting of OSTA-AECO throughout the 'Promotions Sub-Committee'

OSTA-AECO inaugurated a Promotions Sub-Committee in the Fall of 2001. Due to the increasing need of promoting OSTA-AECO the committee was struck, once again, in the Fall of 2002 by Angela Jonsson, 1st Vice President. The Promotions Sub-Committee is composed of Student Trustees' from across the province who wish to be a part of this dynamic group. The committee is currently analyzing effective ways of communicating and advertising OSTA-AECO, while initiating the concepts that will be the most productive. The Promotions Sub-Committee is presently planning a meeting for the committee for the tentative date of February 15th in Toronto.

7- Continued awareness of OSTA-AECO and Student Trustees' within other provinces

While OSTA-AECO believes in promoting within Ontario, we also see the need for other provinces to become aware of OSTA-AECO, and the importance of Student Trustees' within the education spectrum. While upholding this belief, OSTA-AECO's Past President Peter Wightman has taken on the task of putting together an informative package of what Student Trustees' are, and what OSTA-AECO's purpose is within the education system.

Through this process, OSTA-AECO hopes that other Provinces will follow the trend set by Ontario's Ministry of Education, by implementing Student Trustees' into their Education structure.

The Executive Council of OSTA-AECO hopes that you will find the above goals of utmost interest and consideration.

On behalf of OSTA-AECO, I thank you for your continued support and livelihood of our association.

If at any time you acquire any questions or comments, please feel free to contact myself or any member of Executive Council, at the information attached.

Sincerely yours,



Mélissa Ann Retty
President
OSTA-AECO

MAR/

ONTARIO STUDENT TRUSTEES' ASSOCIATION -
L'ASSOCIATION DES ÉLÈVES CONSEILLERS DE L'ONTARIO

EXECUTIVE CONTACT LIST - LISTE DES COORDONNÉES DU CONSEIL EXÉCUTIF

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21-4

		Kingston, ON. K7M 8W1
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<u>Advisor</u> <u>(Past</u> <u>President)/</u> <u>Ancien</u> <u>président</u>	<u>Peter Wightman</u>	<u>Email/Courriel: pjwightman@hotmail.com</u> <u>Home/Dom.: (613) 533-5343</u> <u>47 Addington Square</u> <u>Markham, ON.</u> <u>L3R 7N4</u>
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21-6



February 14, 2003

Dear Director of Education and Chair of the Board,

The Ontario Student Trustees' Association – l'Association des élèves conseillères et conseillers de l'Ontario (OSTA-AECO) is committed to providing Student Trustees' and students around the province with a united student voice. Since November 2000, we have successfully brought forward the opinions of the students of Ontario to the provincial government and all other education partners. We have also committed ourselves to giving Student Trustees a medium for networking and professional development on a various degree of levels. The release of the Student Trustee Handbook is a testament to what our association is committed to doing for the Student Trustees of the province.

For the past year, our organization has been planting our roots and trying to ensure that a solid base is set for the Student Trustees of the future. We have successfully created a useful constitution, a comprehensive website, and other crucial tenants necessary for a successful association. In addition to these tenants OSTA-AECO realizes the importance of being accountable for its expenditures and revenue. Attached to this letter, is a report outlining the various expenditures and revenues of OSTA-AECO up to and including January 15, 2002.

Membership fees

Account for the majority of the association's revenue. Currently, we have 31 member boards.

General Meeting Conferences

Generated from Student Trustee attendance at conferences to pay for supplies, speakers, and banquet dinner.

Board Council Conferences

Generated from Student Trustee attendance at each individual board conference. (ie: English Public Board Conference is a meeting in which only English Public Board Student Trustees attend; the same is for the other three, French Public, French Catholic and English Catholic School Boards)

Donations

This would be OSTA-AECO's first year that we have received funds from the government, which is to be spent in certain amounts in different expenditure areas.

The following Expenditure areas should be self-explanatory in accordance to the revenue generated for the association. Please note Business Expenses include business cards, photocopying, postage, envelopes and any other expense that does not fall under the corresponding heading.

OSTA-AECO is committed to providing a student vision and a united voice.

Sincerely,

Cody Gagne
Executive Director

<u>Account</u>	<u>Number</u>	<u>2002-2003</u> <u>Budget</u>	<u>January 15, 2003</u>	<u>%</u>
Revenue				
Membership Fees	401	\$ 17495.46	17495.46	100.0 %
General Meeting Conference Fees	402	\$ 10 000.00	3058.00	30.5 %
Board Council Conference Fees	403	\$ 6 000.00	0.00	0.0 %
Donations	404	(Grant) \$ 5000.00	5000.00	100.0 %
Total Revenue		\$ 37 753.46	25 553.46	67.6 %
Expenses				
General Meeting Conference	501	\$ 20 000.00	4383.71	21.9 %
Board Council Conference Expenses	502	\$ 1 500.00	0.00	0.0 %
Executive Meeting Accommodation	503	\$ 5 000.00	1582.41	31.6 %
Executive Meeting Transportation	504	\$ 5 000.00	2010.73	40.2 %
Executive Meeting Conf. Calls	505	\$ 2 000.00	1874.93	93.7 %
Promotion/ Advertising	506	\$ 2 000.00	200.00	10.0 %
Press Release/ Reports	507	\$ 2 000.00	374.50	18.7 %
Guidance	508	\$ 0.00	0.00	0.0 %
Bank Service Charges	509	\$ 50.00	15.00	30.0 %
Business Expenses	510	\$ 6 000.00	2146.79	35.7 %
Total Expenses		\$ 43 550.00	12588.07	28.9 %

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEETING OF THE TRUSTEES

Monday, May 12, 2003

6:30 p.m.

A G E N D A

6:30 p.m.

1. Call to Order
2. Approval of Agenda
3. Approval of Minutes of April 14, 2003
4. Chairs' Reports
5. Student Trustee's Report
6. OPSBA Report

J. Bishop

J. Bishop/R. Woodworth

D. Man

R. Woodworth

Recognitions

- Video Presentation – Winner of the Anti-Racism National Video Competition
– Glendale School
- Leadership 2 Candidates

Advice to the Supervisor

7. Programs of Choice Policy
8. Naming of Schools: Proposed Policy Statement
9. Code of Ethics
10. Direction to the Director re Human Resources Matters
11. Student Trustee – 2003-2004
12. Terms of Reference - Trustee Attendance at Conferences
13. OPSBA Appointments
14. School Trips
- 14a. Report of the Special Education Advisory Committee

C. Reid

J. Bishop

J. Bishop

J. Bishop

M. Matier

J. Bishop

J. Bishop

M. Matier

J. Tomlinson

INFORMATION ITEMS [see pink]:

Program

15. 2002/2003 Average Class Size Report - Secondary

D. Grant

Resource Allocation

16. 2001/2002 Financial Statements

D. Grant

Human Resources

17. Staff Report – Full Time Equivalent Positions

D. Borrelli

Relationships

18. Verbal Update - World Cycling Championships – October 6 to 12, 2003

J. Wibberley

CORRESPONDENCE

19. Trillium Lakelands DSB re Funding of Trades Programs
20. Trillium Lakelands DSB re Funding for the ISA Process

Future Meeting Dates

Wednesday, May 28, 2003

Monday, June 16, 2003

Wednesday, June 11, 2003

Special Education Advisory Committee

Meeting of the Trustees

Special Education Advisory Committee

7:00 p.m.

6:30 p.m.

7:00 p.m.

May 12/03.

Minutes of the Meeting of Trustees
April 14, 2003

Those present:

Judith Bishop, Chair
Robert Barlow
Wes Hicks
Eleanor Johnstone
Wayne Marston
Ray Mulholland
Lillian Orban
Ian Thompson
Bruce Wallace
Reg Woodworth, Vice-Chair
Derina Man, Student trustee

Regrets: Laura Peddle

In attendance:

M. Matier, Director of Education and Secretary
W. Joudrie, Superintendent of Education
C. Reid, Superintendent of Education
J. Tomlinson, Superintendent of Student Services
K. Croxall, Superintendent of Program and Assessment
J. Wibberley, Superintendent of Education
D. Tyagi, Controller of Plant Services

Also in attendance:

M. Forster, Principal of Program and Assessment

1. Call to Order

J. Bishop called the meeting to order at 6:34 p.m.

2. Approval of Agenda

Added items:

- 13a) Report re SARS
- 16) Correspondence from Student Trustees' Association

It was moved by R. Woodworth, seconded by E. Johnstone: That the agenda be approved, as amended.

CARRIED UNANIMOUSLY.

3. Approval of Minutes of March 17, 2003

It was moved by W. Hicks, seconded by W. Marston: That the agenda be approved.

CARRIED UNANIMOUSLY.

4. Chairs' Reports

Ward 4

Spectator Athlete of the Week is Melissa Schweyer, who recently switched from ringette to join the **Sir Winston Churchill Bulldogs girls' hockey team**.

Ward 5

Glendale School students worked on their lunch and after school preparing a video for the Anti-Racism National Video Competition, sponsored by the Heritage Department of Canada. Their video was selected as one of the ten winners from nearly 300 entries. Their video, entitled "Tough Questions" has been aired on MuchMusic as part of the anti-racism campaign. **Teacher Lesley Cordero** took the following students to Ottawa to receive the award: **Khamphiene Phommisai, Matt Kuzyk, Dawn Fillion, Soly Kien, and Vanja Gavranic**. We will be formally recognizing their achievement and view the video at the May meeting of trustees.

Ward 7

The **Thornbrae Thumpers Rope Skipping Demonstration Team** competed at this year's Central Ontario Rope Skipping Championships held at Barton High School in late February. Eight teams and over 200 competitors, from ages 7-19 competed at the event, featuring teams from Niagara, Hamilton, the GTA and even Port Perry.

Thumper teams competed in the Novice (9 and 10 years) division and did an outstanding job considering they were competing against many club teams. Here are some of the top results:

Team Events

Team Freestyle (4-person)	-	1 st and 2 nd place
Pairs Freestyle	-	1 st and 3 rd
Team Double Under Relay	-	2 nd and 4 th
Team Speed Relay	-	4 th and 5 th

Individual Events

Nicole Hebert	-	4 th Individual Freestyle
Rachael Holmes	-	2 nd Consecutive Double Unders
		4 th Overall – Master Competition
		5 th -- 3-minute Speed Competition

The team will perform at over 15 schools and to over 3,000 students and staff in the next 6 weeks at various schools within the Board.

Queensdale School parents surprised the school staff by redecorating their staff room for Staff Appreciation Week.

Student **Lauren Wallace** at **George L. Armstrong School** was awarded a silver merit award at the 43rd Bay Area Science and Engineering Fair for her creation of two devices to help with oil spills. She has been invited to the Canada-Wide Science Fair in Calgary in May.

Ward 8

R. A. Riddell School was featured in the Spectator's Pulse section.

Mountain Secondary School students raised \$2200 for the Heart and Stroke Foundation by holding a HOOPS for HEART competition. For a small school of just over 300 students, this is a lot of money!

Wards 9 & 10

Students Laura Murray, Sara Smith, Gloria Hugh, Lauren Wettlaufer, Susan Sharma, Chris Hutrchinson, Heather Roberts, Jeanette Propok, Nic Daze, Sandy Gill, Sarah Stephens and Matthew Prorok of the **Orchard Park School debate team** captured the regional championships. Staff advisor for the team is **Chris Powell** and the team coach is **Barb Orr**.

Through the Co-op Education program, **Orchard Park student Tyler Brown** recently joined the Stoney Creek News and will be writing articles for the paper for the next four months.

Orchard Park's environmental plans to improve their courtyard was selected to receive a grant from the Toyota Evergreen Learning Grounds Grant. Spearheaded by **student Andrea Rehill**, the school will receive a \$960 grant to purchase plants for their courtyard.

Student Melissa Bruch, one of the 72 semi-finalist winners in the Wendy's Classic Achiever High School Scholarship Awards Program was chosen as one of the 12 finalists. Each finalist received a \$1000 scholarship and the school a \$1000 grant.

Ward 13

Grade 12 Highland School student Brian Beard was one of only a handful chosen to represent Canada at the Future World Leaders Summit this month in Washington. During the week-long summit he will meet students from over 40 countries while learning about trade and international relations.

Highland students Mike Spiller and John Marcy were the recipients of a Cabinetmaking Award presented by Valley City Manufacturing.

Highland's Concert Band and Symphonic Bands recently competed in the Music Fest Regionals and brought back a gold and silver medal in the 300 and 400 level, respectively.

Student Stacey McConnell of Parkside Panthers girls' hockey team has accepted an athletic scholarship at the University of Findlay in Ohio.

Ward 14 & 15

The **Waterdown Warriors Ladies' Hockey team** returned from a tournament in Florida with a bronze medal. They also had two winners in the skills competition

The **Waterdown Warriors girls' volleyball team** won gold at the OFSAA AAA level.

Wards 1 and 2

The Hamilton Community Foundation recently awarded \$6000 to **Sir John A. Macdonald Secondary School's School Breakfast Program** – an initiative begun by teachers **Nichole Siksay, Beth McQueen, Anita Darrell and Jan Baynton**.

John MacLean won gold in the 72kg division of the Ontario Zone Wrestling Championships.

Sarorn Chan and Sean Snowdon won bronze medals in the same championships.

The Girls Junior Volleyball team won the City Championship.

The Talent Show in March grossed over \$1800 to replace a hearing device for one of the school's deaf students.

Chanthoeun Hack, a senior art student, won the Provincial OSSTF Marion Drysdale Award for two dimensional art.

The school's **Team 1 (William Hua, Pedro Tondo, Kamil Awid, Imtiaz Chowdhury)** for the Educational Computing Organization of Ontario contest has been deemed eligible to participate in the provincial championships in May in London.

The SJAM Environment Club has been awarded \$1000 by Toyota/Evergreen Learning Grounds to buy indigenous flora for the beautification of SJAM.

The National Career Development Association is featuring **SJAM's Grade 10 Career Studies** program as a feature article in their online journal. This is a national publication in the United States and shows how active our career development program is. The article is called "*Adolescents and Self-Directed Career Development*".

General

Congratulations to all students who participated in the recent **Royal Canadian Legion's poster and essay contests**.

The following former students are gaining sports recognition:

- **Jarrett Smith**, a graduate of **Barton School**, will be inducted into the University of Waterloo Sport Hall of Fame.
- **Westdale School graduate Reid Coolsaet** was named co-winner of the University of Guelph male athlete of the year
- **Kathleen Nolan**, **Westdale School graduate** and All-Canadian Academic, was honoured as the most valuable member of the University of Guelph's women's cross country team.

The following 11 schools submitted 57 projects to the Bay Area Science and Engineering Fair. **Ancaster Senior, Burkholder, Dalewood, Dr.J.Seaton, Dundas District, G.L.Armstrong, Hillcrest, Lake Avenue, Ryerson, Westdale and Westview**. One of the Fair's volunteers, retired Principal Susan Joyce, said that participation from our Board has been just great this year.

Colin O'Flynn, a **Grade 11 student from Westdale Secondary** developed a robot that can track a colour ball. He took second place at the Fair and will proceed to the Intel International Science Fair.

Several students won trips to the Canada Wide Science Fair: **Lauren Wallace (George L. Armstrong)** and **Sarah Dicken (Westdale Secondary)**. **Nicolas Weaver and Jon Sanderson (Dr. John Seaton)** and **Ashley Lamond (Westview)** won CWSF Alternates.

The Herb Gildea Memorial Trophy was awarded to **Westdale High** for the most points for Merit Awards.

The HWDSB and the school community recognize Columbian Chemicals Canada Ltd. and the Hamilton Conservation Authority for their ongoing commitment to the environment through its support of environmental educational opportunities for students. Thanks to their financial sponsorship, our Board will hold the Hamilton-Wentworth Environthon 2003 on April 16. The Environthon's Steering Committee 2003 included staff members **Alex Komarniski and Glenn Cooke (Co-Chairs)**, **Anne Burlakoff, Sandra Bateman, Jim**

Braun, John Niessen, Lisa Muldoon and Justin Terpstra. Retired Superintendent Pat Gillie was also a member of the Committee and Superintendent Krys Croxall played an overall supportive role.

The Hamilton-Wentworth Occasional Teachers Local recently held an Awards and Recognition evening where Occasional Teachers Paul Lewis was honoured with the Community Service Award and Anne McNeill was extended an Honourable Mention for Community Service.

Their Exceptional Occasional Teacher of the Year was awarded to Lynda Bertin and honourable mentions went to Laura Arnold and Lesley Burrows.

They also applauded Exceptional School of the Year recipient Hess Street School and presented Honourable Mentions for Exceptional Schools to Burkholder Drive, Fairfield, Holbrook and Huntington Park Schools.

5. Student Trustee's Report

D. Man noted that currently the President's Council is focussed on the City Wide Airband Contest. This is an opportunity for schools to showcase their best talents. This event also helps to raise money for charity.

6. OPSBA Report

R. Woodworth stated that now that the OPSBA Fast Reports are sent via email, trustees are keeping up-to-date.

At this time, R. Woodworth assumed the Chair.

Advice to the Supervisor

7. S.A.G.E. (Scholastics, Arts and Global Education) - Evaluation and Recommendations

It was moved by L. Orban, seconded by E. Johnstone: That the SAGE (Scholastics, Arts and Global Education) Program of Innovation be considered a regular program of the HWDSB. A report concerning student achievement will be provided to the Board by May 2004.

C. Reid introduced D. Maddocks, Vice-Principal Strathcona/SAGE, Ellen Webster, Strathcona Main Community Representative and Jodi Taylor, SAGE Community Representative. C. Reid also noted the support received by Trish Gavin, Research Services as well as two teachers who were in attendance despite their own personal circumstances.

D. Maddocks highlighted the fact that SAGE students are very active, busy and although diverse – come together. He highlighted the following strengths of the SAGE program:

- the celebration of different cultures
- a non-competitive and supportive environment
- active involvement from parents
- all groups sharing ideas for the benefit of the students

R. Woodworth thanked the presenters.

L. Orban thanked Superintendent Reid for his report. She commented on the enthusiasm, effort and passion that has made the SAGE program such a success. She added SAGE is a success story for our board that is facing the challenge of delivery of innovative education for our system. With such a competitive market for students it is an honour to support the recommendation to keep the SAGE Program as a regular program of The Hamilton-Wentworth District School Board.

I. Thompson asked if there is a waiting list for SAGE and if so how long.

D. Maddocks responded there are approximately 25 on a waiting list for next year.

W. Hicks stated he felt that if there were still groups who had some concerns around the program that it should remain a pilot for another year. He clarified that he supports the program, however, he felt it would be best to keep it a pilot for one more year.

B. Wallace stated this is the first step to what will hopefully be a lot of programs of innovation. What the Board wants to do is make public education the system of choice.

W. Marston thanked the Superintendent for the balanced way the report is presented. He concurred with W. Hicks that this should be implemented in a way that the whole system understands they aren't losing anything. He added that continuing the program as a pilot for another year is the best way to go.

E. Johnstone thanked Superintendent Reid for the report. She reiterated the fact that the Board needs to be progressive in order to retain students in the system.

J. Bishop also thanked the presenters and the parents who have worked so hard to get this project going. Public education has to be the system of choice for parents. She added that new programs generally face challenges, for example, French Immersion, Westmount program (that the Board is now very proud of) had to fight for many years to be established.

W. Hicks asked that it be noted that the Westmount Program was a three-year pilot program before becoming permanent.

R. Woodworth clarified that although some trustees are voting against the motion, they are still in support of the program.

To the motion, **CARRIED** 7 in favour, 2 opposed. D. Man voted opposed.

7. Policy on Volunteer Participation in Board Activities

It was moved by B. Wallace, seconded by E. Johnstone: That the Hamilton-Wentworth District School Board forward the *Volunteer Participation in Board Activities* and the accompanying *Administrators' Handbook on Volunteer Participation* to the Joint Advisory Committee of the Board.

B. Wallace stated that he hoped JAC would look at the forms etc. that volunteers must fill out as this could be seen as deterring volunteers in our system.

L. Orban agreed stating that the volunteers face a very regimented process.

J. Bishop felt the volunteer forms were unfriendly and asked that somewhere in the Policy it state that we are pleased that parents are involved as volunteers.

E. Johnstone pointed out that page 8-26 does acknowledge the volunteers.

To the motion, **CARRIED**, 6 in favour, 1 abstention. D. Man voted in favour.

C. Reid acknowledged the work of Jennifer Powell-Fralick and Diane Knight. He noted the exceptional job they have done on organizing the completion of this Policy document. He pointed out that there has been a request from OSBIE (the Board's Insurance carrier) for a sample of this document for other Boards of Education in Ontario.

C. Reid suggested that the changes to the volunteer forms to be more user-friendly could be done before the policy goes to JAC if that meets with trustees' approval.

Trustees agreed.

8. Procedure for the Naming of Schools

It was moved by J. Bishop, seconded by B. Wallace: That the following procedure for the naming of schools be adopted:

When a name for a school is required the following procedure will be followed:

1. Suggestions for a name will be solicited to include, but not limited to, the following via requests in the media: internally to staff, to federations and union leaders, the school council assembly, the Home and school Council, local historical associations and the school community whose school is to be named.
2. In considering the naming of schools, the following may apply: after persons prominent either locally, provincially or nationally; retaining historical names used in the locality; after historical events, after geographic connections.
3. An ad hoc committee of trustees of not less than three members will meet to consider the suggestions, and make a recommendation of not more than three names to the Board for its consideration.

CARRIED UNANIMOUSLY.

9. Trustee Representation:

(a) Community Diversity Committee

It was moved by E. Johnstone, seconded by W. Marston: That Trustee Lillian Orban be appointed to the Community Diversity Committee.
CARRIED UNANIMOUSLY.

(b) Joint Health and Safety Committee

It was moved by W. Marston, seconded by B. Wallace: That Trustee Robert Barlow be appointed to the Joint Health and Safety Committee.
CARRIED UNANIMOUSLY.

11. Report of the Special Education Advisory Committee

It was moved by E. Johnstone, seconded by J. Bishop: That the Supervisor be advised of trustee support for the following Report of the Special Education Advisory Committee dated March 26, 2003.

CARRIED UNANIMOUSLY.

INFORMATION ITEMS:

Program

12. HWDSB Alternative Education System Programming

K. Croxall outlined the report.

13. Reception and Assessment Centre

C. Reid outlined the report.

It was moved by B. Wallace, seconded by E. Johnstone: That the following information items: HWDSB Alternative Education System Programming and Reception and Assessment Centre, be received for information.

CARRIED UNANIMOUSLY.

L. Orban asked whether the costing of an Assessment Centre is part of the budget deliberations.

C. Reid responded that this would be considered a Local Priorities Initiative.

J. Bishop questioned whether the 'consultant' referred to in the report would be the current consultant. She felt that person already does everything linked with ESL and J. Bishop had hoped there would be funding for another person.

C. Reid responded that a principal would be placed at the support centre in addition to the consultant.

J. Bishop asked what would be the role of the principal. C. Reid responded the principal would be in charge of the evaluation of staff as well as multiple other duties including support for staff.

To the motion, **CARRIED UNANIMOUSLY.**

Human Resources

14. Staff Report – Full Time Equivalent Positions

It was moved by E. Johnstone, seconded by R. Mulholland: That the Staff Report – Full Time Equivalent Positions be received for information.

M. Matier advised trustees that D. Borrelli, D. Grant and K. Bain were not in attendance tonight as they were at OSSTF Negotiations.

M. Matier noted there are no changes to the March staffing figures.

To the motion, **CARRIED UNANIMOUSLY.**

14a). SARS Update

J. Allison outlined the SARS Update that was sent out today to all principals and employee groups. She noted the appropriate staff members communicate with the Public Health Department regularly regarding SARS.

L. Orban noted she has received calls from concerned parents.

W. Marston reiterated there is not a single case of SARS in our community and this should be noted.

It was moved by L. Orban, seconded by W. Marston: That the SARS update be received for information.

CARRIED UNANIMOUSLY.

Relationships**15. Verbal Update - World Cycling Championships – October 6 to 12, 2003**

J. Wibberley advised members that Cycling Championship organizers have put in place an Education Committee to develop such things as cycling play stations for our elementary schools. This will give our students an opportunity to participate in the event. J. Wibberley added that the City of Hamilton is planning a June 2003 kick-off for the Cycling event.

It was moved by L. Orban, seconded by W. Marston: That the verbal update re World Cycling Championships be received for information.

CARRIED UNANIMOUSLY.

CORRESPONDENCE**16. Student Trustees' Association – Risk taking**

It was moved by B. Wallace, seconded by J. Bishop: That the Correspondence from the Student Trustees' Association be received for information.

CARRIED UNANIMOUSLY.

At this time,

It was moved by W. Marston, seconded by B. Wallace: That the Committee meet In-camera.

CARRIED UNANIMOUSLY.

Hamilton-Wentworth District School Board

Memorandum

To: Merv Matier, Director of Education and Secretary

From: Chuck Reid, Superintendent of Education

Date: May 12, 2003

Re: **Programs of Choice – draft policy**

Recommended Action:

That the draft **Programs of Choice Policy** be referred to the Joint Advisory Committee for review.

1.0 Background Information

- 1.1 Supervisor, Dr. J. Murray, established a Board committee to examine Programs of Innovation.
 - Committee membership included:
 - Chuck Reid, Superintendent of Education
 - Wayne Joudrie, Superintendent of Education
 - Marg Bowman, Principal of Westmount S.S.
 - Dave Maddocks, Vice Principal of Strathcona School
 - Judith Bishop, Trustee and Board Chair
 - Lillian Orban, Trustee
 - Bruce Wallace, Trustee
 - Jim Murray, Supervisor
 - The Committee met on three occasions:
 - April 12, 2003
 - April 23, 2003
 - May 7, 2003
- 1.2 As a result of this committee's work, a draft **Programs of Choice Policy** was developed.

2.0 Fundamental Premise concerning "Programs of Choice"

- 2.1 All children can be served, but it is neither necessary nor desirable to serve them all in the same way
- 2.2 The advocacy of choice is based in the principle that all programs offered in the District are of high quality, and that Innovative Programs are different, not better.
- 2.3 Equity does not mean the same for all – it means equal opportunity for all.

3.0 Purpose of "Programs of Choice"

- 3.1 to increase community educational choice
- 3.2 to increase community satisfaction
- 3.3 to increase parent involvement
- 3.4 to increase staff professional opportunity
- 3.5 to increase student market share

4.0 Implementation

- 4.1 Programs of Choice Policy to be implemented for September 2003

**DRAFT**

Policy No.
SCHOOL MANAGEMENT
PROGRAMS OF CHOICE

Date Approved:

Projected Review Date:

It is the policy of The Hamilton-Wentworth District School Board to support innovative programs within its schools, by responding to stakeholder needs through the adoption of approved Programs of Choice.

RESPONSIBILITY: Superintendent of Education

OPERATING PROCEDURES:

1.0 DEFINITIONS

- 1.1 **Programs of Choice** is an innovative learning experience designed for students who have differing educational interests.
- 1.2 **Equity** does not mean the same for all; it means equal opportunity for all.

2.0 PURPOSE

- 2.1 Programs of Choice are a means by which the Board can realize its vision of ensuring a future in which all learners achieve their full potential. Such programs support the Board's mission of educating students to embrace lifelong learning and become contributing citizens in a challenging, constantly changing world. Programs of Choice can directly support the Board's strategic intent of increasing student enrolment by attracting new learners into the Board's varied educational programs.
- 2.2 Programs of Choice are a direct reflection of the Board's core values of respect, innovation and accountability. They enable the Board to be responsive to stakeholder needs, to foster an environment that encourages creativity and to inspire people to make a difference.

3.0 GOALS

- 3.1 Through the initiation and adoption of Programs of Choice, the Board will endeavor to strengthen public education by:
- Increasing student achievement
 - Increasing education choices
 - Retaining and attracting students with differing educational interests
 - Increasing parent involvement and satisfaction
 - Increasing professional development opportunities for staff

4.0 GUIDING PRINCIPLES

4.1 Programs of Choice must:

- Conform with the requirements of The Education Act and Board policies
- Reflect the high quality of educational standards expected by the community and established by the Board
- Be adequately resourced during the life cycle of the program
- Serve a demonstrably different and sustainable educational need
- Be accessible to any student who qualifies for admission to the program
- Support the Board's mission, strategic direction and philosophy of education.

5.0 SCREENING PROTOCOL

5.1 A community group or a group from inside the Board may approach the Superintendent responsible for Programs of Choice with a specific Program of Choice proposal.

5.2 Submissions must respect the following guidelines:

- the location of all Programs of Choice will be at the discretion of the Board
- no stand-alone full-school Programs of Choice will be entertained by the Board
- no Program of Choice program may have a separate "collective agreement" outside of current agreements between the Board and its employees
- all Programs of Choice must respect and have School Council representation at each site in which they are operational

5.3 Submissions must include the following information:

- name of program
- the vision, goals and objectives of the program and how these connect with the Board's vision, goals and objectives
- how the program will address the stated goals and guiding principles of Programs of Choice
- curriculum and program focus (What qualifies it as a Program of Choice?)
- grades/courses involved and proposed size of program
- a description of the program admission and over-subscription processes
- the resources required for start-up, the cost of implementation, and the budget required
- staff required
- program monitoring and review -- identify how program effectiveness will be evaluated

5.4 The Superintendent will consider the following and make a report to Executive Council

- program alignment with the Programs of Choice Board Policy
- how the Program of Choice addresses unique needs currently not being addressed by Board programs
- program viability -- What is the evidence to demonstrate there is a demand for the program?
- financial viability -- Will the program be self-supporting?
- academic viability -- How will the program improve student learning?

- partnership viability -- How will the operational relationship between the proposed program and the Board be realized and supported?
 - expansion viability -- If there is a need to expand, how will this be accommodated?
 - other considerations -- items which may be unique to the program that require consideration
- 5.5 Executive Council will prepare a report to be presented to the Board. This will include the original group submission, Executive Council's response, and one of the following recommendations:
- The Program of Choice proposal be referred to a '*Programs of Choice Proposal Review Committee*' to bring a report back to the Board
 - the Program of Choice proposal is not referred to a '*Programs of Choice Proposal Review Committee*', with stated reasons.
- 5.6 No public debate or discussion concerning the program will take place while the Superintendent or Executive Council is screening the suggested program.
- 5.7 The Board will receive the request and determine whether the proposal should be referred to committee for further study; if referred for study, the Board will strike a '*Programs of Choice Proposal Review Committee*', composed of the following:
- 1 Superintendent of Education
 - 1 Trustee of the Board
 - 1 School Council Representative
 - 1 Home and School Representative
 - 1 Secondary Administrator
 - 1 Elementary Administrator
 - 1 non-parent ratepayer
- 5.8 The '*Programs of Choice Proposal Review Committee*' will report their assessment and recommendation back to Executive Council and the Board, within three months.
- 5.9 Once the Board receives a report and recommendation from the '*Programs of Choice Proposal Review Committee*' the Board may choose to make one of the following decisions:
- Pilot Project: the Board may direct Senior Administration to create a pilot, considering the following:
 - an implementation plan be created
 - a budget and resources be identified and established
 - an evaluation of the program, with specific reference to student learning, be designed
 - a report to the Board, if not pre-determined by the Board, will be completed after one academic year
 - No Further Action: the Board may choose not to pursue the proposal
 - a rationale will be provided to support this decision
- 5.10 Upon receiving the report and evaluation of the pilot project, the Board will determine one of the following:
- to discontinue the program
 - to extend the pilot
 - to fold the program into regular operations.

6.0 REVIEW OF PROGRAM VIABILITY

- 6.1 For an **elementary** Program of Choice to be viable it must have fifty students enrolled in the first two years of the program.
- 6.2 If enrolment falls below this minimum for two years, the viability of the program must be reviewed. If the projected student numbers for the coming year are not at the expected minimum, the Board will consider:
 - directing the students to another site where the program is offered
 - phasing out or closing the program
- 6.3 For a **secondary** Program of Choice to be viable it must have fifty students enrolled in its initial year of operation. If the enrolment numbers fall below this minimum for two years, the program's viability must be reviewed. If the projected registration is below the minimum, the Board will consider:
 - directing the students to another site where the program is offered
 - phasing out the program

May 12, 2003

To: The Trustees

From: Reg Woodworth, Bruce Wallace, Judith Bishop

Re: **Naming of schools – proposed Policy Statement**

Procedure for the naming of schools

Rationale

- the name of a school has significance for the whole district as well as for the local school community, and
- past practice has been to name many schools
 - after persons prominent either locally, provincially or nationally,
 - retaining historical names used in the locality,
 - historical events,
 - after geographic connections

RECOMMENDED ACTION:

It is moved by _____ and seconded by _____:

That the following procedure for the naming of schools be adopted:

1. When a new school is to be named, the Board will solicit suggestions for a name from the community and all stakeholder groups via the normal methods of internal and external communications such as requests in the media, internally to staff, to federations and union leaders, the School Council Assembly, the Home and School Council, local historical associations and the school community whose school is to be named.
2. In considering the naming of schools, the following may apply: after persons prominent either locally, provincially or nationally; retaining historical names used in the locality; after historical events, after geographic connections.
3. This public solicitation will take not less than 60 days from the call for suggestions.
4. A School Name Review Committee will be established to review the suggestions received and to make a recommendation to the Board for approval. Up to three names may be recommended.

5. The membership of the School Name Review Committee will consist of the following:
 - Two parent members who reside in the catchment area of the new school as selected by the School Councils in the area comprised by the secondary school catchment;
 - Two non-parent members who reside in the catchment area of the new school as selected by the School Councils in the area comprised by the secondary school catchment;
 - Two students who will be attending the new school; and
 - One Trustee who represents the area in which the new school is located.
 - One Senior Official
 - Future School Principal
6. An additional member may be added if required, e.g. a representative of a local historical society.
7. The School Name Review Committee will be chaired by the Trustee.
8. The School Name Review Committee will complete its work within 30 days of its initial meeting following the receipt and compilation of suggestions from the community and will disband following its recommendation to the Board.
9. The Board of Trustees will choose one of the names recommended by the School Name Review Committee at the next appropriate public meeting of the Board after the receipt of the recommendation of the School Name Review Committee.
10. The call for community and stakeholder suggestions will typically begin in September or October of the year preceding the opening of the new school.

RECOMMENDED ACTION:

It was moved by _____, seconded by _____:

That the following Code of Ethics be adopted by the Board of Trustees:

Purpose:

The commitment of each board member to high ethical standards is required to ensure that the school board can responsibly fulfil its obligations and discharge its duties.

As a school board member ...

1. I will be motivated by an earnest desire to serve my school division to the best of my ability to meet the educational needs of all students.
2. I will recognize that the expenditure of school funds is a public trust and I will endeavour to see that the funds are expended efficiently, in the best interests of the students.
3. I will not use my position for personal advantage or the advantage of any other individual apart from the total interest of the school division and I will resist outside pressure to so use my position.
4. I will act with integrity and do everything possible to maintain the dignity of the office of a school board member.
5. I will carry out my duties objectively and I will consider all information and opinions presented to the board in making my decisions, without bias.
6. I will work with other board members in a spirit of respect, openness, co-operation and proper decorum in spite of differences of opinion that arise during debate.
7. I will accept that authority rests with the board and that I have no individual authority outside the board. I will abide by the majority decisions of the board once they are made, but I shall be free to repeat the opinion that I upheld when the decision was made.
8. I will accept any contrary opinion respectfully and honestly and without making disparaging remarks, in or outside board meetings, about other board members or their opinions.
9. I will communicate and conduct my relationship with staff, the community, other school boards and the media in a manner that focuses on facts.
10. I will not divulge confidential information which I obtain in my capacity as a board member. I will not discuss those matters outside the meetings of the board or the board's committees.
11. I will endeavour to participate in trustee development opportunities to enhance my ability to fulfill my obligations as a school board member.
12. I will not conduct myself in a manner which is intended to be to the detriment of another school board.
13. I will support the value of public education and will endeavour to participate and encourage my board to participate in activities that support or promote public education in Ontario.

May 12, 2003

#10

To: The Trustees

From: Judith Bishop, Chair

Re:

RECOMMENDED ACTION:

It is moved by _____ and seconded by _____: That the Board approve by Board resolution the following from the Director's Performance Appraisal as it pertains to

Human Resources:

The Director of Education is delegated by the Board overall authority and responsibility for all personnel-related issues, save and except: the development of mandates for collective bargaining and those personnel matters precluded by Board policy.

APPENDIX B

PERFORMANCE ASSESSMENT GUIDE

<p><u>Role Expectation:</u> Human Resources</p> <ul style="list-style-type: none"> Is delegated by the Board overall authority and responsibility for all personnel-related issues save and except: The development of mandates for collective bargaining and those personnel matters precluded by Board policy and the establishment of new positions and redeployment of employees. 	<p><u>Director Evaluation Evidence</u></p> <ul style="list-style-type: none"> Perceptions of Board Minutes of Staff Consultation Committees and collective bargaining Annual Director monitoring report re: personnel-related actions (e.g., staff professional development and leadership development) Board observations 	<p><u>Quality Indicators</u></p> <ul style="list-style-type: none"> Provides useful, timely information and advice which facilitates the negotiating team's work Ensures Board mandate is followed in collective bargaining. Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisor processes and succession planning Follows Board personnel policies Models high ethical standards of conduct Models commitment to personal and professional growth Fosters high standards of instruction and professional improvement Provides leadership development program for potential principals and vice principals and other leadership positions Implements an HR plan
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#11

May 12, 2003

To: The Trustees

From: Merv Matier, Director of Education and Secretary

Re: STUDENT TRUSTEE, 2003-2004

Recommended Action:

It was moved by _____, seconded by _____ that Vasiliki (Vass) Bednar, a student at Ancaster High School, be appointed to the position of Student Trustee for the school year 2003-2004, in accordance with the Student Trustee Policy.

There were 5 applications submitted for the position of Student Trustee. The Presidents' Council, under the direction of Bill Cook, a retired secondary school teacher who is working with the Council, interviewed all candidates. It is their recommendation that the above student be appointed the student trustee for the coming school year.

#12

May 12, 2003

To: The Trustees

From: Judith Bishop

Re: Terms of Reference – Trustee Attendance at Conferences

RECOMMENDED ACTION:

It is moved by _____, seconded by _____: That the following be approved regarding trustee attendance at conferences:

(a) When the Canadian School Boards' Association holds its annual conference out of the province, the following have the first option to attend with reimbursement according to Board policy:

- the OPSBA Director
- the Chair
- the Vice-Chair

Openings in the above allotment will be filled by drawing lots from those trustees interested in attending.

(b) That all trustees are encouraged to attend appropriate in-province conferences including, but not limited to, the following: the Ontario Public School Boards' Association (OPSBA) and the CSBA (when held in Ontario) with reimbursement according to Board policy.

#13

RECOMMENDED ACTION:

It was moved by _____, seconded by _____:

That the Board approve the following appointments to the Ontario Public School Boards' Association:

Board of Directors for the period June 2003-June 2004

Trustee Reg Woodworth as Director

Trustee Judith Bishop as the Alternate Director

Voting Delegates for the General Meeting and Regional Council meetings

Trustee Reg Woodworth as the Voting Delegate

Trustee Judith Bishop as the Alternate Delegate

#14

May 12, 2003

To: The Trustees

From: Merv Matier, Director of Education and Secretary

RE: School Trips

Recommended Action:

It was moved by _____, seconded by _____: That the Supervisor be advised of trustee support for the following trip request:

- a) Ancaster High School, Grades 9-OAC, to Europe (England, France, Italy, Greece) on March 12-21, 2004, inclusive.
- b) Ancaster High School, Grades 9-OAC, to Egypt on March 11-23, 2004, inclusive.
- c) Sherwood Secondary School, Grades 10-12, to Paris, France on March 6-15, 2004, inclusive.
- d) Westdale Secondary School, Grades 11-12 French Immersion, to Paris/the Riviera, France on October 2-10, 2003, inclusive.
- e) Westdale Secondary School, Grades 10-12, to Italy and Greece on March 11-23, 2004, inclusive.
- f) Westdale Secondary School, Grades 10-12, to Mexico on March 12-22, 2004, inclusive.

Rationale:

As per policy.

rt

14(a)

**REPORT OF
THE SPECIAL EDUCATION ADVISORY COMMITTEE
April 30, 2003**

Moved by _____, seconded by _____: That the Supervisor be advised of trustee support for the following Report of the Special Education Advisory Committee dated April 30, 2003.

1. Presentation: Draft 2003/2004 Budget

It was moved R. Belch, seconded by J. Colantino: That SEAC is recommending that additional special education funding be added to the Draft 2003/2004 Budget for educational assistants, educational assistant development, more para-professionals, resources for special classes, school to work programs for students with special needs and increased funding for secondary school level special education programs.

CARRIED UNANIMOUSLY.

INFORMATION I T E M S

MEETING OF THE TRUSTEES
May 12, 2003

#15

The Hamilton-Wentworth District School Board

Memo

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer
Lucy Veerman, Manager of Budget

Date: May 12, 2003

Re: 2002/2003 Average Class Size Report - Secondary

Information Statement:

The Hamilton-Wentworth District School Board is in compliance with Ministry secondary average class size requirements in 2002/2003.

The following appendices are attached:

Appendix A Average Class Size Secondary School: Summary Report
Appendix B Average Class Size by Secondary School

Secondary Schools

Class size legislation introduced in 1997 placed a maximum average class size of 22 in the board's secondary schools. In June 2000, the legislated secondary class size maximum was reduced to 21. However, the Stability and Excellence in Education Act (Bill 80) passed in July 2001 provides that Boards may pass a resolution to increase the secondary average class size for the board by up to one student.

The 2002/2003 actual average secondary class size for The Hamilton-Wentworth District School Board was 21.98 (2001/2002: 21.97)

Boards are required to make the average class size reports available to the public. Accordingly the Average Class Size Secondary Report will be posted on the Board's website. Schools and the Chair of each School Council will be advised that the report is available.

DG/GM
Attach.



Average Class Size: 2002-03 **Secondary Schools: Summary Report**

Reporting Date: April 30
 (Actual enrolment as of October 31
 and actual enrolment as of March 31)

In accordance with the requirements of Regulation 399/00, the amending regulation 275/01, and Regulation 276/01, the following report is provided to the Minister.

Secondary

Total pupil credits (semester 1 + semester 2 + full year)
 for all secondary schools

137,411.00

Total number of classroom credits (semester 1 + semester 2 + full year)
 for all secondary schools

6,251.50

Average size of the board's secondary school classes, in the aggregate

21.98

Did your board pass a resolution, under Regulation 276/01, to increase the secondary average class size?

for all classes in the 2001-2002 school year?
 for second semester classes only in the 2001-2002 school year?

Check one

X

Director of Education/Secretary of the Board is required to certify, by checking the box, that the information submitted to the ministry has been reported in accordance with the Act and the Regulations.

X

Board Name	Board Number
Hamilton-Wentworth DSB	B66141
Contact Name	Telephone Number
Lucy Veerman, Manager of Budget	905-527-5092 ext 2202
Email Address	
lveerman@hwdsb.on.ca	

Secondary: School Report

(Actual enrolment as of October 31 and March 31)

(Actual enrolment as of October 31 and March 31)

Appendix B

#16

The Hamilton-Wentworth District School Board

Memo

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer
Irene Polidori, Manager of Finance

Date: May 12, 2003

Re: 2001/2002 Financial Statements

Information Item:

The audit of the 2001/2002 Financial Statements is complete and has resulted in an unqualified Auditors Report. In addition, it is noted that the Hamilton-Wentworth District School Board is in compliance with the Ministry's regulation regarding the enveloping of expenditures.

The attached Financial Statements with respect to the year ended August 31, 2002 have been prepared in accordance with accounting principles that are prescribed by the Ministry and are considered to be appropriate for Ontario School Boards. The 2001/2002 Financial Statements will be published as prescribed by section 252(2) of the Education Act.

The 2001/2002 Financial Statements have been audited by the external auditor appointed by the Board: KPMG LLP, Chartered Accountants. In accordance with subsection 253(5) of the Education Act, the auditors have received full access to all books, records, documents of the Board, as well as any other information that in the auditors' opinion was necessary to enable them to carry out their duties. The audit was conducted in accordance with general accepted auditing standards as outlined in the Auditors' Report.

KPMG LLP have concluded that the Financial Statements present fairly, in all material respects, the financial position of the Board as at August 31, 2002 and the results of its operations for the year then ended.

DG/GM
Attach.





16-1

Financial Statements of

**THE HAMILTON-WENTWORTH
DISTRICT SCHOOL BOARD**

Year ended August 31, 2002



16-2

KPMG LLP
Chartered Accountants
Box 976
21 King Street West Suite 700
Hamilton ON L8N 3R1

Telephone (905) 523-8200
Telefax (905) 523-2222
www.kpmg.ca

AUDITORS' REPORT

To the Hamilton-Wentworth District School Board

We have audited the balance sheet of the Hamilton-Wentworth District School Board as at August 31, 2002 and the revenue fund statement of operations, the capital fund statement of operations and the reserve fund statement of continuity for the year then ended. These financial statements are the responsibility of the school board's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the school board as at August 31, 2002 and the results of its operations for the year then ended in accordance with accounting principles disclosed in note 2 to the financial statements.

KPMG LLP

Chartered Accountants

Hamilton, Canada
November 15, 2002



16-3

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
 BALANCE SHEET
 AS AT AUGUST 31, 2002

	2002 (\$000's)	2001 (\$000's)
ASSETS		
CURRENT		
Accounts Receivable		
Municipalities	15,694	14,071
Government of Ontario	11,645	-
Other	1,478	2,601
Prepaid Expenses	3,526	2,966
	32,343	19,638
CAPITAL OUTLAY TO BE RECOVERED IN FUTURE YEARS		
Permanently Financed	38,771	42,467
Not Permanently Financed	23,147	14,776
	61,918	57,243
TOTAL ASSETS	94,261	76,881
LIABILITIES		
CURRENT		
Bank Indebtedness (note 3)	40,855	16,799
Accounts Payable and Accrued Liabilities	11,827	17,675
Deferred Income	2,466	983
	55,148	35,457
NET LONG-TERM LIABILITIES (note 5)	38,771	42,467
RESERVE FOR WORKING FUNDS	2,593	465
EQUITY IN RESERVE FUNDS	2,436	1,805
DEFICIT AT END OF YEAR	(4,687)	(3,313)
TOTAL LIABILITIES AND FUND BALANCES	94,261	76,881
COMMITMENTS (note 6)		
CONTINGENT LIABILITIES (note 7)		

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
 REVENUE FUND STATEMENT OF OPERATIONS
 FOR THE YEAR ENDED AUGUST 31, 2002

	2002 (\$000's)	2001 (\$000's)
EXPENDITURE		
Classroom	239,340	222,891
Non-classroom	54,875	57,426
Administration	10,671	11,934
Pupil Transportation	10,858	10,900
Pupil Accommodation	53,349	60,487
Other non-operating expenditure (excluding transfers to reserves)	307	826
TOTAL EXPENDITURE	369,400	364,464
RECOVERY OF EXPENDITURE		
Government of Ontario - other	4,398	4,078
Government of Canada	699	915
Individuals - Tuition Fees	737	513
Other Revenues (excluding transfers from reserves)	2,860	1,302
TOTAL RECOVERY OF EXPENDITURE	8,694	6,808
NET EXPENDITURE	360,706	357,656
FINANCING OF NET EXPENDITURE		
Legislative Grants	233,027	214,334
Local Taxes	128,994	135,187
(Increase)/Decrease in reserves	(2,689)	6,313
Previous year-end deficit	(3,313)	(1,491)
TO BE APPLIED TO THE FOLLOWING YEAR		
Deficit at year-end	4,687	3,313
TOTAL FINANCING	360,706	357,656

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THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
CAPITAL FUND STATEMENT OF OPERATIONS
FOR THE YEAR ENDED AUGUST 31, 2002

	2002 (\$000's)	2001 (\$000's)
CAPITAL EXPENDITURE		
Capital Assets and Work in Progress		
New Pupil Places	1,967	941
School Renewal	5,119	10,781
Instructional Computers	8,606	3,366
Personalized Special Education Equipment	179	242
Other Capital Expenditures	3,326	5,026
TOTAL CAPITAL EXPENDITURE	19,197	20,356

CAPITAL FINANCING

Balance at Beginning of Year Not Permanently Financed	(14,776)	(11,557)
Capital Expenditure Financed from the Revenue Fund	10,826	17,137
Balance at End of Year Not Permanently Financed	23,147	14,776
TOTAL CAPITAL FINANCING	19,197	20,356

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
RESERVE FUND STATEMENT OF CONTINUITY
FOR THE YEAR ENDED AUGUST 31, 2002

	2002 (\$000's)	2001 (\$000's)
Balance at August 31, 2001	1,805	3,064
Transfers to the Reserve Fund	7,808	3,932
Earnings on Reserve Fund Investment	71	97
Transfers from the Revenue Fund	9,684	7,093
Balance at August 31, 2002	2,436	1,805

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**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS
AUGUST 31, 2002**

1. NATURE OF OPERATIONS

The Ministry of Education appointed a Supervisor to assume control and take charge of the administration of the Hamilton-Wentworth District School Board effective August 2002.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared by the Board using accounting principles prescribed by the Ministry of Education and are considered appropriate for Ontario School Boards. These principles are in accordance with Canadian generally accepted accounting principles except as follows:

(a) Accrual Accounting

Revenue and expenditure are accounted for on the accrual basis of accounting, with the following exceptions:

- (i) No provision has been made to record the liability for employee future benefits as described in the CICA Handbook.
- (ii) No provision has been made for interest on unmatured debenture debt from the date of payment to the year-end.
- (iii) Vacation pay is recorded as a salary expense when it is paid.
- (iv) The education portion of municipal supplementary taxes and tax write-offs has not been accrued for the calendar year 2002.

(b) Capital Assets

The acquisition of capital assets is expensed unless they are or will be financed by long-term debt. Principal and interest charges on net long-term liabilities are included as expenditures in the period due. Capital expenditures permanently financed are included on the balance sheet only to the extent of the balance of the related net long-term liabilities outstanding. Capital expenditures not permanently financed are recorded separately on the balance sheet until permanent financing has been arranged.

(c) Reserves and Reserve Funds

Reserve and Reserve Funds represent funds appropriated for general and specific purposes and are charged or credited to Revenue Fund Operations in the year appropriated or drawn down. The amounts in Reserves and Reserve Funds are approved by the Board and are within the limits defined in *The Education Act* and its regulations.

(d) Accumulated Deficit at Year-End

The difference between the net expenditures of any year and the amounts received to finance these expenditures is carried forward to the following year to either increase or reduce the net revenue requirement.

(e) Legislative Grants

The legislative grants calculations are prepared annually by the School Board and submitted to the Ministry of Education for final approval. Adjustments, if any, are recorded in the year in which they are made.

(f) Use of Estimates

The preparation of financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosures of contingent assets and liabilities at the date of the financial statements and reported amounts of revenue and expenditure during the reporting period. Actual results may vary from current estimates. These estimates are reviewed periodically and, as adjustments become necessary, they are reported in the periods in which they become known.

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**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS
AUGUST 31, 2002**

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

(g) Financial Instruments

The balance sheet value for short-term investments, accounts receivable, short-term borrowing, accounts payable and accrued liabilities approximates fair value because of their limited term. The balance sheet value of the net long-term liabilities has not been determined. Fair value estimates are made as at the balance sheet date based on relevant information and information about the financial instruments.

(h) Prepaid Expenses

Prepaid expenses include the employer share of statutory employee deductions, (Canada Pension Plan and Employment Insurance), which were paid in the period January 1 to August 31. As these deductions are not incurred evenly throughout the year, a portion of the expenditure has been included in prepaid expenses to be expensed in the following year.

(i) Trust Funds

Trust funds for teacher funded leave under the "four over five plan" are not recorded in these financial statements.

3. BANK INDEBTEDNESS

The bank indebtedness includes non-operating bank loans of \$23,147,000 that provides bridge financing for the Comprehensive Energy and Water Reduction project and the Classroom Technology Renewal Program undertaken by the Board. This financing will ultimately be converted to long-term debt.

4. EMPLOYEE FUTURE BENEFITS

(a) Retirement Gratuities

Employees may become entitled to cash payments when they leave the employment of the Board for purposes of retirement providing they meet the prescribed age or service requirements. Retirement gratuities of \$7,036,000 were paid in 2002 (2001 - \$7,852,000). Based on an August 2001 actuarial valuation, using a 6% discount rate, and updating to August 2002, the projected actuarial value of the liability at August 31, 2002 is \$43,488,000. The Board accounts for the annual costs of these benefits on a cash basis as incurred.

(b) Workplace Safety and Insurance Board Plan

The Board has assumed the liability for any cost awarded under the Workers' Compensation Act. An actuarial evaluation of the claims indicates a potential liability of \$3,355,000 at August 31, 2002. This valuation was prepared using a 3% discount rate for 100% awards and a 6% rate for awards less than 100%. It also assumes administration costs of 30%.

An amount of \$980,000 (2001 - \$980,000) has been provided for this liability and is included on the balance sheet in accounts payable. Payments charged against operations in the current year amounted to \$654,000, (2001 - \$480,000). The Board has contracted with an insurer for coverage of claims paid in excess of \$250,000 per employee accident.

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THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS
AUGUST 31, 2002

4. EMPLOYEE FUTURE BENEFITS (continued)

(c) Post Retirement Employee Benefits

Employees who retire have the option of continuing with the Board health, dental and life benefit plans until age 65. These former employees are included in the benefit plans for active employees but the former employees pay both the employee and employer related premiums. The amount has not been disclosed as it has not been actuarially determined.

5. NET LONG-TERM LIABILITIES

The net long-term liabilities consist of debentures of \$38,524,000 (2001 - \$41,518,000) and capital leases for equipment of \$247,000 (2001 - \$953,000). The debentures have a retractable feature, exercisable on specific dates only, at the option of the debenture holders. The payments required in each of the next five fiscal years and thereafter in respect of the outstanding net long-term liabilities are as follows:

	Principal	Interest	Total
2003	\$2,125,000	\$4,255,000	\$6,380,000
2004	1,924,000	4,164,000	6,088,000
2005	1,876,000	4,067,000	5,943,000
2006	2,533,000	3,482,000	6,015,000
2007	3,760,000	2,413,000	6,173,000
Thereafter	28,758,000	9,415,000	38,173,000
	40,976,000	27,796,000	68,772,000
Less sinking fund assets	2,205,000	-	2,205,000
Total	<u>\$38,771,000</u>	<u>\$27,796,000</u>	<u>\$66,567,000</u>

6. COMMITMENTS

The Board is currently constructing a school in the Templemead neighbourhood of the City of Hamilton. The school is expected to be open in September 2003. At August 31, 2002, the Board has an outstanding commitment in the amount of approximately \$6,080,000.

7. CONTINGENT LIABILITIES

The Board has been named in personal injury and property damage claims. The amounts specified in the claims are within the Board's insurance coverage. The Board, as well as its insurers, has instructed legal counsel to act on behalf of the Board to defend against these claims. No provision has been made in the financial statements for these claims.

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THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS
AUGUST 31, 2002

8. DEBT AND CAPITAL LEASE CHARGES

The Revenue Fund expenditure for debt charges includes principal and interest payments made on debentures and interest on capital fund as follows:

	2002	2001
Principal payments on debentures (including contribution to sinking fund)	\$ 2,313,000	\$ 2,630,000
Principal and interest payments on capital lease	753,000	3,352,000
Interest payments on debentures	4,686,000	5,506,000
Interest on capital fund	557,000	698,000
	<u>\$ 8,309,000</u>	<u>\$ 12,186,000</u>

9. ENVIRONMENTAL OBLIGATIONS

The Board estimates a potential future cost regarding environmental obligations to be \$3,375,000 (2001 - \$2,900,000). No provision has been made in the financial statements for this potential obligation.

10. PENSION PLAN COSTS

All non-teaching employees of the Board are eligible to be members of the Ontario Municipal Employees' Retirement System, which is a multi-employer defined benefit contributory plan. Employer contributions made to the plan during the year by the Board amounted to \$180,000 (2001 - \$208,000). Those amounts have been included in the Revenue Fund Statement of Operations. In August 1998, a financial management proposal was approved by the OMERS Board in response to the growth of the plan surplus. One element of the proposal was a contribution holiday, whereby member and employer contribution rates remain at 0% until December 31, 2002, unless the annual review of the plan surplus indicates otherwise. The contributions for the year ended August 31, 2002 represent supplementary plan remittances.

Not shown in the financial statements of the Board are the employer's contributions to the Teachers' Pension Plan. The funding for such is provided directly by the Provincial Government.

11. ONTARIO SCHOOL BOARD INSURANCE EXCHANGE

The Board is a member of the Ontario School Board Insurance Exchange (OSBIE), a reciprocal insurance company licensed under the Insurance Act. OSBIE insures general public liability, property damage and certain other risks. The membership period is for five years, ending December 31, 2006.

12. TRUST FUNDS

Trust funds for the teacher funded leave under the "four over five" plan, not reflected on these financial statements, amount to \$618,000 (2001 - \$790,000).

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
NOTES TO FINANCIAL STATEMENTS
AUGUST 31, 2002

13. SALARY NEGOTIATIONS

At August 31, 2002, salary or wage agreements were not settled for the O.P.E.I.U. – Educational Assistants bargaining unit. Final settlement has subsequently been achieved and amounts to be paid for retroactive settlement have been included in accounts payable and accrued liabilities on the balance sheet.

14. COMPARATIVE FIGURES

Certain comparative figures have been restated in order to conform to the financial statement presentation adopted for this year.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD												
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS												
2002 ACTUALS												2002/2003 Supervisor Budget
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG
Teachers - Elementary	2,008.40	2,008.90	2,009.10	2,009.10	1,999.10	1,999.20	1,999.20	1,999.20				2,007.50
Teachers - Secondary	1,178.35	1,179.02	1,179.02	1,179.02	1,179.02	1,162.74	1,162.74	1,161.74				1,178.00
Educational Assistants	421.00	420.50	420.50	420.50	420.50	420.50	420.50	420.50				421.00
Professionals & Paraprofessionals	118.80	118.80	119.30	119.30	119.30	119.30	119.30	119.30				118.80
School Administration	394.13	394.13	394.13	394.13	395.13	395.13	395.13	395.13				394.13
Consultants	29.00	29.00	29.00	29.00	30.00	30.00	30.00	30.00				29.00
Board Administration & Governance	150.00	150.00	150.00	150.00	150.00	150.00	150.00	151.00				150.00
School Operations	459.00	459.00	459.00	459.00	459.00	459.00	459.00	459.00				459.00
Continuing Education	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87				4.87
Transportation	3.25	3.25	3.25	3.25	3.25	3.25	3.25	3.25				3.25
School Renewal	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00				4.00
Total Full Time Equiv. Positions	4,770.80	4,771.47	4,772.17	4,772.17	4,764.17	4,747.99	4,747.99	4,747.99				4,769.55
Staff on Loan (recoverable)	14.00	14.00	14.00	14.00	14.00	14.00	14.00	14.00				

C O R R E S P O N D E N C E

MEETING OF THE TRUSTEES
May 12, 2003

April 7, 2003

The Honourable Elizabeth Witmer
Minister of Education
22nd Floor, Mowat Block
Queen's Park
Toronto, ON M7A 1L2

Dear Minister Witmer:

At a recent Trillium Lakelands District School Board (TLDSB) meeting, Trustees discussed the current status of trades programs in our system and in Boards throughout the Province. Of utmost concern is the critical shortage of trades people in teaching roles, as well as young people entering the trades fields. Trustees in Trillium Lakelands have identified a need for additional funding for technological and shop programs at the secondary school level, in order to allow as many students as possible to experience the trades.

Our Board has been a strong supporter of the trades, both apprenticeship and non-apprenticeship, for quite some time. We recognize that while the trades are a viable option for many of our students who chose not to pursue college or university paths, there are several barriers that prevent students from accessing Co-Op Programs. One of the most common barriers to study is a lack of adequate programming at the secondary school level; another is the absence of transportation to and from cooperative education sites.

Trillium Lakelands is one of several rural Boards in which program accessibility is compromised by geography. Many of our students live in rural areas and are centrally bussed to school. In most cases, public transit is non-existent, and a student's ability to reach a nearby worksite is dependent on additional funding for transportation. Trillium Lakelands believes that increased funding for secondary school technology and shop programs, including funds earmarked for transportation, will open doors for many of our students.

As Educators, we have a duty to provide students with opportunities to pursue fulfilling career pathways. Adequate trades programming at the secondary level and exposure to real-work experiences through Cooperative Education are practical ways in which to encourage the pursuit.

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F 705-645-8452

Please consider this letter as a request for the Ministry of Education to revisit funding for trades programs, to better meet the needs of today's student and tomorrow's workforce.

Sincerely,



Rick Johnson
Chairperson

:ap

cc: Norm Miller, MPP
Chris Hodgson, MPP
OPSBA
Gerard Kennedy, Liberal Education Critic
Rosario Marchese, NDP Education Critic
Ontario School Boards
Trustees

April 7, 2003

The Honourable Elizabeth Witmer
Minister of Education
22nd Floor, Mowat Block
Queen's Park
Toronto, ON M7A 1L2

Dear Minister Witmer:

At a recent meeting of the Trillium Lakelands District School Board, Trustees discussed the Special Education budget and the administrative costs involved with the Intensive Support Amount Process. With extensive budget deliberations looming, our Board is understandably concerned about the current levels of funding and the effect that the ISA process has on our ability to deliver services to students.

Trillium Lakelands DSB has diligently pursued funding through the Ministry's ISA (Intensive Support Amount) audit process and from the outset has been tremendously successful in proving student need. Trillium Lakelands received 100% approval on the first two rounds - or 309 files - that were submitted last year. To date our Board has received approval on 586 level 2 and 3 files, confirming through the Ministry's own process that additional funding for students is warranted.

Trustees are supportive, indeed proud, of the special services that Trillium Lakelands DSB provides and acknowledge that Special Education is a rewarding component of the school board's responsibilities. Yet, Special Education coordinators around the Province report that the number of very high needs children in our schools is increasing, which will intensify the strain on Board resources in the future.

Trustees from Trillium Lakelands District School Board are concerned that the current levels of funding for ISA are inadequate and need to be adjusted to reflect the appropriate number of students that will enter our system or whose special education needs will warrant more intensive support as they grow older. Because of this, our Board is hopeful that the Ministry of Education will recognize the need for ongoing grants to assist Boards in covering these costs.

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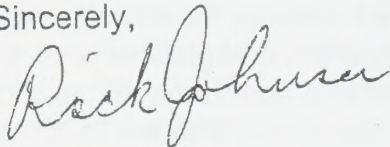
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In addition to our funding concerns, Trillium Lakelands DSB is appropriately concerned about the significant administrative costs associated with the ISA process. In order to be successful, audits require a great deal of preparation. Resource teachers, Consultants, and Administrative personnel are inundated with paperwork necessary to complete the claims. Trustees are mindful that the time spent on paperwork, is time away from supporting staff and students.

We ask that the Ministry acknowledge the significant administrative costs incurred in documenting ISA claims, and request that on-going grants be given to Boards to cover these costs. We also respectfully urge the Ministry to recognize that the current levels of ISA funding are inadequate to support the needs of children in Boards across the Province.

Trillium Lakelands DSB remains committed to delivering a high level of service to our students. We appreciate the opportunity to comment on the Ministry's process and remain hopeful that a realistic solution to the ISA process is forthcoming.

Sincerely,



Rick Johnson
Chairperson

cc: Norm Miller, MPP
Chris Hodgson, MPP
OPSBA
Gerard Kennedy, Liberal Education Critic
Rosario Marchese, NDP Education Critic
Ontario School Boards
Trustees



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